DOCUMENT RESUME

ED 417 767 JC 980 155

AUTHOR Edwards, Janet M.
TITLE A Review of SUNY's Transfer and Articulation Policies and Enrollment Initiatives. How Effectively Are These Initiatives Serving Transfer Students?
INSTITUTION State Univ. of New York, Albany. Office of Access Services.
PUB DATE 1993-08-00
NOTE 109p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Articulation (Education); College Transfer Students; Community Colleges; Degree Requirements; Educational Policy; Educational Research; Enrollment Trends; Higher Education; Partnerships in Education; *Policy Analysis; Policy Formation; *School Policy; School Role; *Transfer Policy; Two Year Colleges
IDENTIFIERS *State University of New York

ABSTRACT

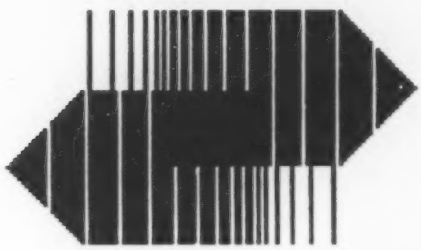
This report examines the State University of New York's (SUNY) transfer and articulation policies and enrollment initiatives, and attempts to determine how effective they are in serving transfer students. The foreword identifies the working papers, data reviews, and analyses from which the report draws. The report is separated into five sections and a concluding statement. Section 1 contains policies pertaining to the transfer of students within SUNY. Section 2 is an analysis of SUNY transfer application and enrollment trends. Section 3 examines the impact of SUNY transfer policies. Section 4 contains a description of the current transfer situation, focusing on main problems and issues. Section 5 provides recommendations for action, some of which include differentiating between the processes of transfer and articulation, eliminating the specific AA (Associates in Arts) and AS (Associates in Science) degree requirements, providing incentives for baccalaureate campuses to increase transfer enrollments, and continuing transfer and articulation research. Appendices include statistics on recent trends in transfer students, summaries of surveys and presidential narratives, an evolution of transfer policies, and copies of previous Board of Trustees transfer policies. (YKH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 417 767

STATE UNIVERSITY OF NEW YORK

A REVIEW OF SUNY'S TRANSFER AND ARTICULATION POLICIES AND ENROLLMENT INITIATIVES



How Effectively Are These Initiatives Serving Transfer Students?

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
C. Robbins
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Dr. Janet M. Edwards
for the Office of Access Services
Student Affairs & Special Programs
SUNY Central Administration
August 1993

BEST COPY AVAILABLE

JC 980 175

"The message is clear: If those who manage public institutions cannot solve the articulation problem, those who help finance them will."

James Cicarelli
Dean of the College of Business Administration
Youngstown State University

"Fools act on imagination without knowledge; pedants act on knowledge without imagination. The task of university is to weld together imagination and experience."

Alfred North Whitehead

TABLE OF CONTENTS

Forward 4

Acknowledgements 5

Organization of Report 5

SECTION ONE 6
Policies Pertaining to the Transfer of Students within SUNY

SECTION TWO 12
Analysis of SUNY Transfer Application and Enrollment Trends

SECTION THREE -- The Impact of SUNY Transfer Policies 32

SECTION FOUR 37
Description of Current Transfer Situation, the Problems and Issues

SECTION FIVE - Recommendations for Action 43

CONCLUDING STATEMENT 49

APPENDICES

Recent Trends in Transfer Students 51

Summary of 1992 Transfer Survey 63

Summary: Presidential Narratives from the
1990 Enrollment Planning Update 80

Summary: Community College Presidential Narratives from the
1993 Enrollment Planning Update 86

Evolution of Policies Pertaining to the
Transfer of Students within SUNY 93

Copies of the 1973, 1980, 1987 and 1990
SUNY Board of Trustees Policies on Transfer 99

FORWARD

This review of the university's transfer articulation and enrollment initiatives and policies has been conducted to determine how effectively these efforts are meeting the needs of SUNY two- and four-year campuses and, more particularly, how effectively the university is serving those students who enter the system at two-year colleges and complete the associate degree with the goal of transferring to baccalaureate programs in SUNY. During the review, five working papers have been produced. In some instances, a level of specificity exists in the working papers that may be excluded from the final document. Where this is the case, reference has been made to the working paper by title as listed below. The working papers are found in the Appendix.

- **Summary of July 1992 Transfer Survey**
- **The Evolution of Policies Pertaining to the Transfer of Students Within the State University of New York**
- **Recent Trends in Student Transfer**
- **Summary of Presidential Narratives: Enrollment Planning Update -- Fall 1990 Cycle**
- **Summary of Community College President's Narratives: Enrollment Planning Update -- Fall 1993**

The following data reviews and analyses were conducted as a basis for this report.

- Review and summarization of the responses to the August 1992 Transfer Survey of Baccalaureate Campuses.
- Review and analysis of the current and past Board of Trustees' transfer policies.
- Review of the presidential narratives submitted by presidents of state-operated and community colleges, as part of the 1990 enrollment planning cycle.
- Review of the presidential narratives submitted by presidents of community colleges as part of the 1993 enrollment planning cycle.
- Review and analysis of system-wide data on applications, acceptance, denial, deposits, curriculum choice, and enrollment of transfer students from 1981 to 1991.
- Conversations with a variety of individuals within and outside SUNY, including directors of admissions and transfer counselors.

ACKNOWLEDGEMENTS

I am indebted to a variety of people who shared both data and insights with me including Jo Ann Krause, Director of Student Services Processing Center, SUNY Office of Access Services; Sherwin Iverson, Assistant Provost for Policy Analysis, SUNY Office of Planning and Policy Analysis, Phyllis Bader-Borel, Assistant Provost for Undergraduate Programs, SUNY Office of Academic Programs; Kathryn Van Arnam, Assistant Provost for Academic Programs, SUNY Office of Academic Programs and Research; Laverna Fadale, Senior Research Associate, Two-year College Development Center, and transfer counselors who attended the spring 1993 New York State Transfer and Articulation Association Conference. I thank them for their generosity and trust, and take full responsibility for the interpretation and analysis of such data and insights.

ORGANIZATION OF THE REPORT

This report contains five sections. **Section one** describes the evolution of Board of Trustees' transfer policies and focuses on the intent, underlying values, and expected impact of current and past transfer policies. **Section two** analyzes four types of application and enrollment trends with a partial description of the complex and dynamic context in which the current transfer policy has been implemented. **Section three** analyzes the impact of the current transfer policy, despite the inherent difficulty of such activity. **Section four** provides a description of the current situation related to transfer within SUNY, the problems and issues. **Section five** offers recommendations for action.

SECTION ONE

POLICIES PERTAINING TO THE TRANSFER OF STUDENTS WITHIN THE STATE UNIVERSITY OF NEW YORK

On November 19, 1972 the Board of Trustees of the State University of New York (SUNY) adopted a transfer policy, effective fall 1974, intended to guarantee to New York state residents who possessed Associate in Arts (A.A.), or Associate in Science (A.S.) degrees from SUNY two-year colleges, opportunities to continue their education at baccalaureate campuses within SUNY on a full-time basis with junior-level standing. The same policy statement indicated that *"...this guarantee will be extended to every such graduate who possesses an Associate in Applied Science degree as rapidly as appropriate existing programs are expanded and new programs developed" (SUNY, 1973, p. 1).*

The values underlying this policy statement include the following:

- SUNY is a system of postsecondary education consisting of a variety of two- and four-year campuses designed to serve the residents of New York state as a system.
- Students who begin their study on any of the two-year campuses and achieve satisfactorily have the right to continue to seek education within the SUNY system commensurate with their interests and achievements.
- The two-year colleges will become increasingly the entry point into the SUNY system for students.
- Baccalaureate degree-granting colleges will serve increasingly greater proportions of upper-division students by moving toward the 40 percent/60 percent ratio between lower and upper division students.
- Transfer of students before the completion of the associate degree is discouraged except where inter-campus programs prescribe such transfer.
- The successful completion of coursework entitling students to the A.A. or A.S. degree also entitles students to full junior standing in a program at a baccalaureate campus.
- Transfer students who have earned the A.A. or A.S. degree will be provided with the same opportunities for financial aid available to continuing and returning students at the baccalaureate campus.

It is clear that the expected impact of the transfer policy was that all New York state resident graduates of SUNY two-year campuses holding A.A. or A.S. degrees who wished to continue their education at senior SUNY campuses would be able to do so, and that they

would be treated equitably with junior level continuing students. Less clear, but nevertheless inherent in the policy, was the assumption that the baccalaureate campuses at which students would be able to continue their education might not be those of the students' choices; nor would the programs be those of the students' choices. In a more global sense, it was also expected that SUNY would work as a multi-level system to serve New York state residents, and that the benefits of the transfer guarantee would be extended to holders of the A.A.S. degree at some time in the future.

The actual impact of the 1992 transfer policy fell somewhat short of these expectations as noted by Chancellor Clifton R. Wharton in his March 26, 1980 memorandum to the Board of Trustees when he stated:

> *I know that the Trustees recognize that strong articulation ties exist among several State University units. However, I am also aware of your concern that many problems still are unresolved, and that the rate of progress has been slow (Wharton, 1980, p. 2).*

At his recommendation, the Board of Trustees returned to the issue of the transfer of students and the articulation of academic programs, and adopted a resolution effective fall 1982 intended to reaffirm and strengthen the 1972 transfer policy. In particular, the March 1980 policy referred to "parallel" academic programs, and reiterated the intent that A.A. and A.S. graduates should be able to attend full-time, be accorded full junior standing in "parallel programs," and be given the opportunity to complete the baccalaureate degree requirements in these programs in four additional semesters of full-time study. In addition, the policy authorized the "Chancellor, or his designee" to take the necessary actions to assure that individual campuses establish "appropriate administrative and academic procedures" to implement the policy" (Wharton, 1980, p. 1).

The values underlying the 1980 transfer policy were the same as those on which the 1972 policy had been based plus the following:

- Some strong articulation ties exist among some units of SUNY.
- Many problems pertaining to the transfer of students and the articulation of academic programs are unresolved.
- The 1972 transfer policy needs reaffirmation and strengthening.
- Campus presidents have the responsibility for resolving the problems and, if necessary, implementing the policy with the assistance of the Council of Presidents.
- SUNY's Office of Academic Programs, Policy, and Planning has information concerning campus procedures and existing articulation agreements that campus presidents may find helpful.

The expected impact of the 1980 transfer policy was that the 1972 transfer policy would be implemented, and that campus presidents would take an active role in the resolution of problems and the development of articulation agreements. Further, the expectation was that the Council of Presidents would play a mediating role to assist campus presidents in their efforts, and that SUNY's Office of Academic Programs, Policy, and Planning would also assist campus presidents when requested to do so.

The actual impact of the 1980 transfer policy was described from the perspective of the Acting Chancellor, Jerome B. Komisar, in his June 24, 1987 memorandum to the Board of Trustees as follows:

> *The principal effect of the 1980 resolution was to improve integration of program majors, allowing students to take appropriate lower division components in a field or discipline at a two-year institution, and then to transfer to another university campus, completing their baccalaureate program with two additional years of academic work. The 1980 policy has greatly facilitated student transfers between two- and four-year institutions of State University with regard to major programs (Komisar, 1987, p. 2).*

Having said this, Komisar indicated that unresolved problems existed related to the inequality of admissions requirements of upper-division majors for transfer and continuing students, and the evaluation of credit for coursework outside the major and for general education courses. To address these issues, he recommended and the Board of Trustees passed a transfer and articulation policy on June 24, 1987 for implementation in fall 1988.

The intent of this transfer and articulation policy was to reaffirm and strengthen the transfer policy statements of November 1972 and March 1980 which stated SUNY's "...commitment to upper-division access for graduates of State University of New York two-year institutions" (Komisar, 1987, p. 1). Further, the intent was to grant full-transfer credit for general education courses successfully completed at the two-year campus when graduates enrolled in parallel programs at baccalaureate campuses. In addition, the policy intended that transfer students would be treated equitably with continuing students with respect to admissions requirements for upper-division majors, and be provided access to such services as financial aid, housing, advisement, and registration in the same manner as native students.

The June 1987 transfer and articulation policy departed from the November 1972 and March 1980 transfer policies in several important ways:

- It was written in gender neutral language.
- It was called a "Transfer and Articulation Policy."
- It referred to SUNY's commitment to upper-division access for two-year college graduates, and made no mention of the specific degrees attained by these graduates.

It is clear that the following values on which the previous policies were based were, once again, the basis for the current policy:

- SUNY is a system of postsecondary education consisting of a variety of two- and four-year campuses designed to serve the residents of New York state as a system.

- Students who begin their study on any of the two-year campuses and achieve satisfactorily, have the right to continue to seek education within the SUNY system commensurate with their interests and achievements.

- Many problems pertaining to the transfer of students and the articulation of academic programs remain unresolved.

It is also clear that several additional values affected the 1987 policy statement:

- All graduates (associate degree holders) of SUNY two-year campuses will be covered by the transfer guarantee previously extended only to those graduates holding the A.A. and A.S. degrees.

- Curricular articulation is an important factor in the successful transfer of students.

- Transfer students will not be required to repeat courses similar in content to those successfully completed on the two-year campus.

Values concerning the role of two-year colleges as entry points to the university, an increasing proportion of upper-division students at baccalaureate campuses, and the discouragement of transfer prior to the completion of the associate degree are not reflected in the 1987 transfer and articulation policy. It is unclear what the intent of the 1987 policy statement was with respect to these values.

The expected impact of the 1987 transfer and articulation policy was described by the Vice Chancellor for Academic Programs, Policy, and Planning, Sherry H. Penney, as follows in her August 24, 1987 "Memorandum to Presidents":

> *...to ensure that SUNY students who begin their study at the two-year campuses and then transfer for upper-division work at one or our senior campuses, are offered an integrated education experience (Penny, 1987, p. 1).*

It is impossible to assess the actual impact of the 1987 transfer and articulation policy from the next generation of policy statements and "Memorandum to Presidents" related to the transfer of students and the articulation of academic programs. Joseph C. Burke, Provost, in his November 19, 1990 "Memorandum to Presidents," describes the motivation for the current policy as reflecting *"the university's commitment to articulation by reaffirming, extending, and strengthening its existing policies on transfer and articulation,"* and notes the incorporation of all transfer policies into one document (Burke, 1990, p. 1).

The "Background" section of the policy statement summarizes the intent of each of the three previous policy statements, but fails to mention that the third (1987) policy extended the transfer guarantee to all graduates of SUNY two-year colleges. It then describes the intent of the additional proposals as follows:

- To extend the university's transfer policy to A.A. and A.A. graduates of the City University of New York;
- To give priority consideration in the enrollment planning by baccalaureate campuses to graduates with A.A. and A.S. degrees from SUNY and CUNY over other transfers;
- To ensure that academic decisions on admissions for such transfer students are based solely on their previous collegiate record;
- To charge baccalaureate institutions to pay particular attention to applications from A.A. and A.S. graduates from their region who may be unable to relocate to other parts of the state;
- To encourage baccalaureate campuses and two-year colleges of SUNY to maintain and expand their many articulation agreements across the state, and to be especially concerned for place-bound students by having institutions in close geographical proximity expand articulation agreements and, where appropriate, establish joint admission agreements;
- To ensure that SUNY baccalaureate campuses continue to provide access for transfer graduates throughout the state;
- To reaffirm that SUNY will provide access to first-time students at both its baccalaureate and its two-year campuses;
- To ensure that the current transfer opportunities which exist for SUNY A.A.S. degree holders are not diminished in any way by these policies; and
- To provide guidelines for the transfer policy to ensure its effective implementation (Johnstone, 1990, p. 4).

The values underlying this current policy are obviously similar to those of the previous policies in terms of SUNY serving the residents of New York state as a multi-level system of postsecondary education, and the commitment of the university to continue to resolve the myriad issues related to the transfer of students and the articulation of academic programs. In addition, the most recent policy clarifies the existence of the following values concerning the role of two and four-year campuses as entry points to the university, and the importance of upper-division students on baccalaureate campuses:

- Two- and four-year campuses will serve as entry points for first-time students.

- Baccalaureate campuses will give priority in their enrollment planning to A.A. and A.S. degree holders from SUNY and CUNY.

In addition, the following new values are reflected in the current policy:

- The City University of New York (CUNY) is recognized as part of the multi-level public system of postsecondary education designed to serve the residents of New York state.

- Campuses within SUNY and CUNY will collaborate to serve the residents of New York state.

- SUNY baccalaureate campuses will make special efforts to serve the educational needs of New York state residents from the region in which they are located who are unable to relocate.

- Two-year and baccalaureate campuses of SUNY will collaborate regionally as well as statewide, to meet the educational needs of residents of New York state.

- Admissions decisions for degree transfer students will be based entirely on their two-year academic records.

- Transfer opportunities in existence for SUNY A.A.S. degree holders will not be diminished.

The expected impact of the 1990 transfer policy include the following:

- An extension of its benefits to A.A. and A.S. graduates of the City University of New York (CUNY);

- Changes in the enrollment planning process at SUNY baccalaureate campuses;

- Increased program articulation statewide and regionally, and increased joint admissions agreements among campuses in the same geographic region;

- Establishment of a transfer and articulation committee;

- Establishment of a policy of implementation guidelines, and specific procedures and timetables for the placement of eligible applicants denied at all of their SUNY choices;

- Periodic reports to the Board of Trustees concerning the implementation of the policy and the issue of *"access to baccalaureate campuses for both first-time and transfer students" (Guidelines, p. 1).*

SECTION TWO

ANALYSIS OF TRANSFER APPLICATION AND ENROLLMENT TRENDS

Depending on how one defines "access," and depending on one's position in the SUNY system, access to SUNY baccalaureate campuses for transfer students appears to have either increased or decreased since fall 1981. Four sets of admissions application and enrollment trends have been examined to demonstrate how this is possible.

The review points out the complexity of the enrollment context, and the variety of perspectives on transfer enrollment represented by various members of the university community. One's view of the status of access to baccalaureate campuses for SUNY graduates differs depending on one's position and experiences in the university. For example, baccalaureate campus presidents may see access as having increased, because transfer student enrollment goals have been revised upward on many campuses, new transfer student enrollment and program articulation initiatives have been implemented, and transfer enrollments for A.A. and A.S. degree holders have increased. Two-year SUNY campus presidents and transfer counselors who work with transfers, including large numbers of A.A.S. degree holders who want to transfer to particular baccalaureate campuses in particular programs, many more of whom are being denied those opportunities than ever before, may legitimately perceive access to SUNY baccalaureate campuses as decreased. Administrators with access to university-wide access services and enrollment data may legitimately perceive that neither of these campus-based perspectives is inclusive enough to represent the broader reality of the situation.

1. Trends in Acceptances and Deposits

First, as can be seen in Chart 1 on page 18, there have been modest numerical increases in transfer access from 1981 to 1991, as measured by increases in acceptances and deposits for all transfer applicants and two-year graduates in the aggregate (data source: J. Krause, "Brief Summary APC Transfer Choices Filed" - 1/11/93). Acceptances for all transfer applicants increased 8.1 percent (2,610), and deposits increased 5.9 percent (1,093). Not evident from Chart 1, but embedded in the overall trends, acceptances for two-year graduates increased 5 percent (742), and deposits increased .3 percent (22). At the same time, the number of associate degree holders who submitted deposits decreased 2 percent, from 40 percent to 38 percent of all transfer applicants.

The greatest increases in access, defined in these terms, for these two groups, occurred from 1987 to 1991. Acceptances for all transfer applicants increased 22 percent (6,191), and deposits increased 15.2 percent (2,596) during this period. Acceptances for two-year graduates increased 33.8 percent (3,868), and deposits increased 21.9 percent (1,353). The number of associate degree holders who deposited during this period also increased 2 percent from 36 percent to 38 percent, but did not completely recover to its former level of 40 percent of all transfer applicants.

period of 1987 to 1991 shows increases in applications for all degree groups: A.A. 86 percent (+4,030); A.S. 68 percent (+4,133); A.A.S. 29 percent (+2,146); A.O.S. 45 percent (+88).

Chart 5, page 22, presents similar data for denials which shows increases in all degree groups as follows: A.A. 160 percent (+1,291); A.S. 123 percent (+1,355); A.A.S. 57 percent (+894); A.O.S. 94 percent (+31). The period from 1987 to 1991 was not a recovery period with respect to denials of transfer applications, since spaces available at baccalaureate campuses (despite some increases as described previously), lagged sadly behind the demand. During this period, numerical increases in denials for all degree groups soared: A.A. 229 percent (+1,460); A.S. 163 percent (+1,525); A.A.S. 117 percent (+1,326); and A.O.S. 100 percent (+32).

In short, the increases in applications from two-year college graduates (demand) were greater than the increases in campus transfer enrollment goals (supply). As a result, acceptance rates at baccalaureate campuses for two-year graduates dropped drastically, and denial rates soared. At the same time, deposit rates sagged and the number of unsuccessful applicants with associate degrees denied at all of their SUNY choices increased. (See Charts 6 - 9, pages 23 through 26). The degree groups most negatively affected by these changes were the A.A.S. and A.O.S. graduates. The acceptance rates for these two categories declined 13 and 14 percent respectively while denial rates increased 13 percent. At the same time, the acceptance rates for A.A. and A.S. graduates declined 12 and 9 percent respectively while gaining 12 and 11 percent in denial rates respectively. As Chart 9 points out, the increase in unsuccessful A.A.S. applications was far greater than for any other degree category increasing by 337 applications as opposed to increases of 190, 247, and 17 for A.A., A.S., and A.O.S. degree holders respectively. The number of unsuccessful transfer candidates increased by 155 percent (791), from 1987 to 1991.

3. Trends in Curriculum Choice

A third set of trends relates to the issue of access to baccalaureate campuses for SUNY associate degree graduates based on the curriculum choices of applicants. In both fall 1981 and fall 1991, curriculum choices defined in the applications from associate degree holders remained relatively stable, with over one-half of the applicants in each sizeable degree group (A.A., A.S., and A.A.S.) expressing interest in only six disciplines. As indicated in Table 1, page 27, those disciplines which are named as being among the top six areas of interest are business and management, education, and social sciences. These same disciplines are also named as being among the top six preferences by transfers applying without a degree.

High demand programs are identified by having high application and high denial rates in 1981, 1986, and 1991; and by being identified in the 1992 Transfer Survey of Baccalaureate Campuses as programs requiring higher than minimum grade point averages for admission. (See Table 2, page 28). These programs are:

Accounting	Criminal Justice	Nursing
Business and Business Administration	Education	Social Welfare/Work
Communication	Engineering	Undeclared

Data, from the Central Administration's Office of Institutional Research Transfer Feedback Information System, indicate these high demand programs are sought out, not only by new transfer students, but also by undeclared students currently enrolled at the baccalaureate campuses. Some programs such as accounting and criminal justice receive relatively large numbers of new transfer students primarily from community colleges, while programs such as visual arts, telecommunications, business, business and public management, speech communications, and speech and hearing handicapped education, receive relatively large numbers only from colleges of technology. Attrition rates from these programs, with the exception of the undeclared major, are not particularly high when compared to the overall attrition median rate of 30 percent.

The curriculum choices of unsuccessful applicants denied at all of their SUNY choices are similar to those of associate degree applicants in general. As the number of unsuccessful applicants increased from fall 1987 to fall 1991, the programs to which 100 or more applied also increased as indicated in Table 3, page 29. Table 4, page 30, indicates the five most frequent curriculum choices of unsuccessful applicants from the three degree groups of substantial size (A.A., A.S., and A.A.S.). It is clear that the curriculum choices vary somewhat across degree groups, but that the disciplines of business and management, education, and social sciences are evident over the five-year time period and across degree groups.

4. Trends Related to Unsuccessful Applicants

A fourth set of transfer application and enrollment trends relates to graduates of SUNY two-year campuses who are denied admission to all of their SUNY college choices. As indicated previously, the number of unsuccessful applicants increased as applications and denials increased; and as the number of unsuccessful applicants increased, so did their colleges of origin which vary over time and across degree groups. From 1987 to 1991, the number of colleges of origin with 10 or more unsuccessful degree applicants (A.A., A.S., and A.O.S.) increased as follows:

DEGREE	1987	1991
A.A.	4	7
A.S.	2	12
A.A.S.	11	21

(lists of these colleges may be found in the Appendix, Recent Trends in Student Transfer).

CHART 2

STATE UNIVERSITY OF NEW YORK

Transfer Acceptance Trends by Degree Type

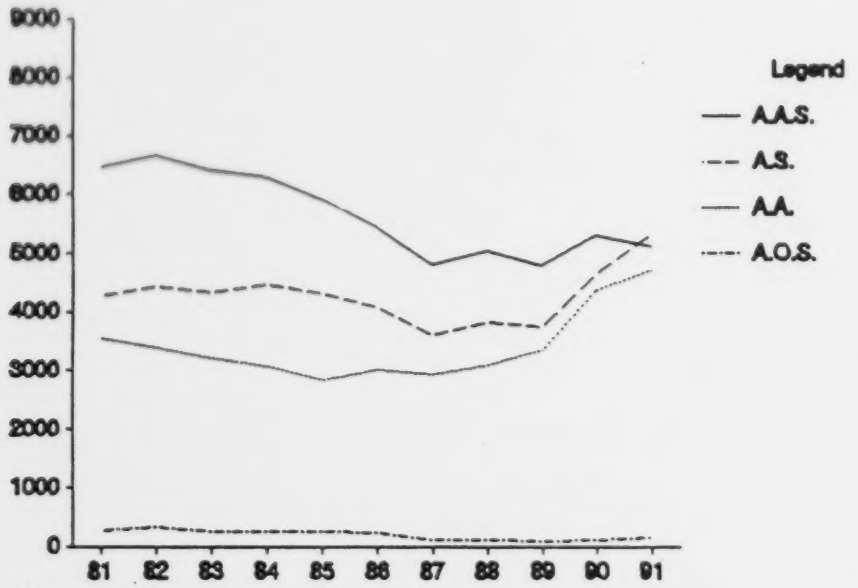


CHART 3

STATE UNIVERSITY OF NEW YORK

Transfer Deposit Trends by Degree Type

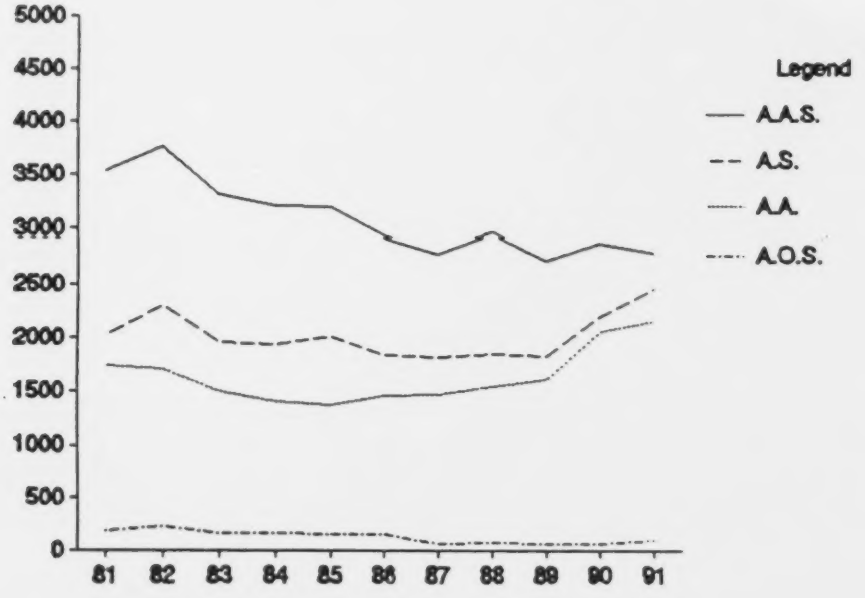


CHART 6

STATE UNIVERSITY OF NEW YORK

Transfer Acceptance Rates by Degree Type

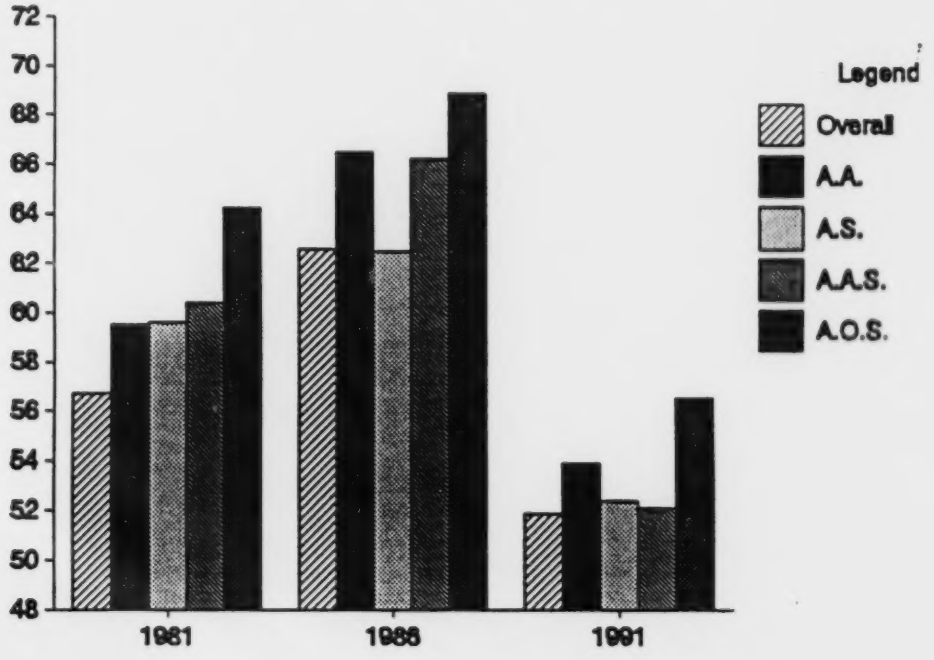


CHART 7

STATE UNIVERSITY OF NEW YORK

Transfer Denial Rates by Degree Type

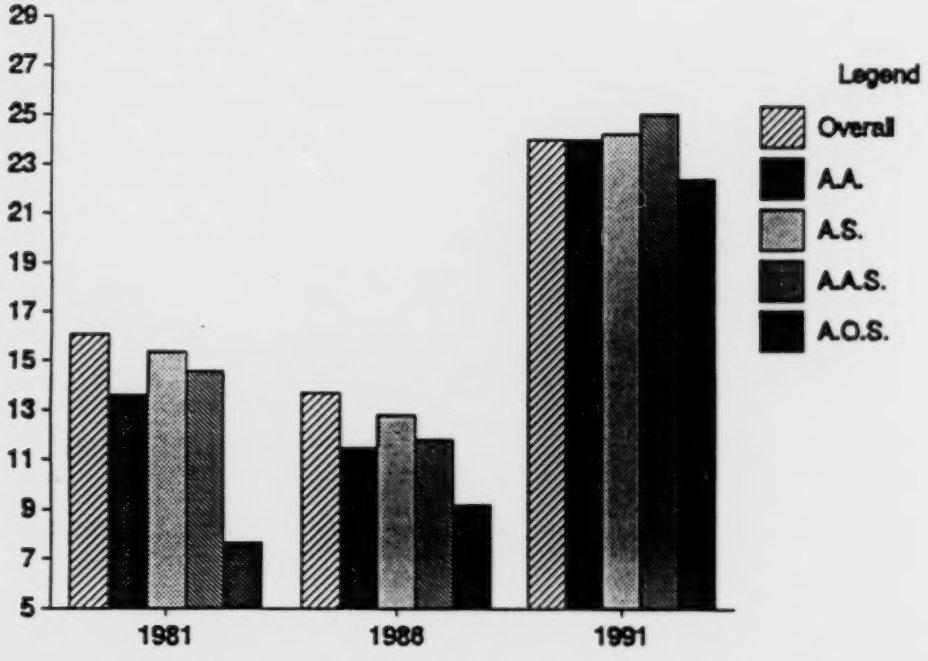


CHART 8

STATE UNIVERSITY OF NEW YORK

Transfer Deposit Rates by Degree Type

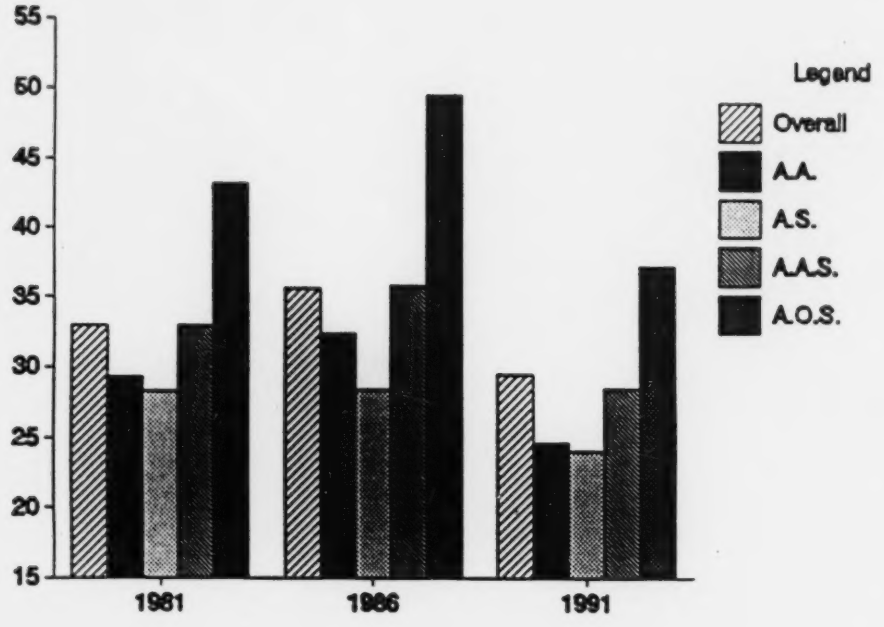


CHART 9

STATE UNIVERSITY OF NEW YORK

Unsuccessful Transfer Applicants by Degree Type

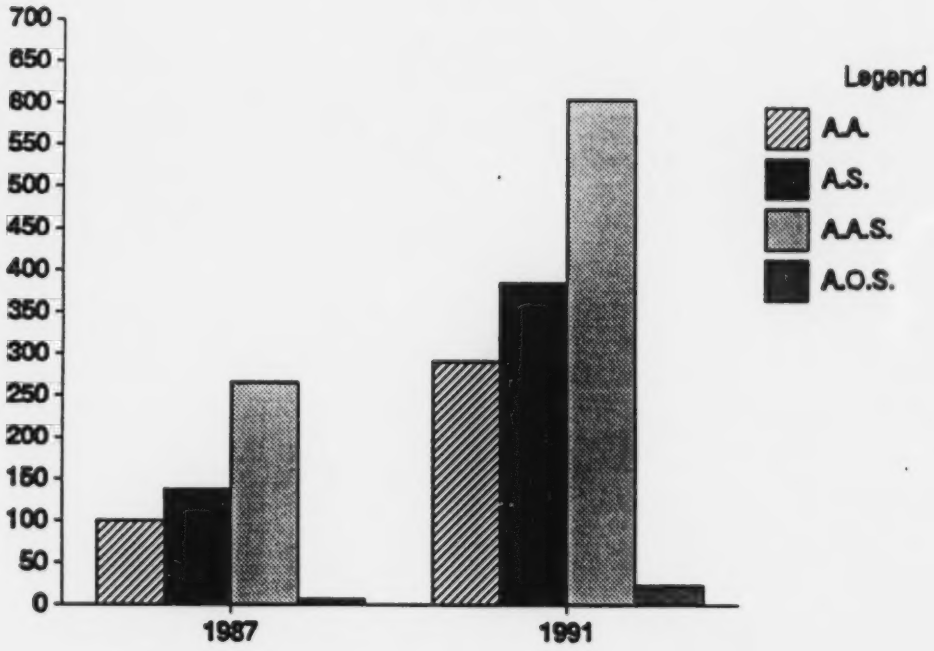


TABLE 1
STATE UNIVERSITY OF NEW YORK
MOST FREQUENT CURRICULUM CHOICES OF TRANSFER APPLICANTS
Fall 1981 and Fall 1991

	A.A.	A.S	A.A.S.	No Degree
Business & Management	*	*	*	*
Education	*	*	*	*
Social Sciences	*	#	#	#
Health Professions		*	*	*
Engineering		*	*	
Computer and Info Science		+	+	
Psychology	*	#		
Interdisciplinary	*			*
Business & Communications Tech.				*
Public Affairs & Service			*	
Fine & Applied Arts	+			
Letters	#			
Biological Sciences		+		
Health Service and Paramedic				+

* = 1981 & 1991 + = 1981 only # = 1991 only

STATE UNIVERSITY OF NEW YORK
ACADEMIC PROGRAMS REQUIRING HIGHER THAN 2.0 FOR ADMISSION
AUGUST 1992

University Centers	H. S. Centers	Arts & Sciences	Specialized Colleges
Albany Accounting Business Administration Computer Science Criminal Justice Psychology Social Welfare Teacher Education **Buffalo** Architecture Art Biochemistry Communication Computer Science Engineering Exercise Science Geography Management Mathematics Media Studies Medical Technology Nuclear Medical Technology Nursing Occupational Therapy Pharmacy Physical Therapy Political Science Psychology **Stony Brook** Business Management	**Brooklyn** Nursing Physician's Assistant **Syracuse** Extra-corporeal Technology Physical Therapy	**Brockport** Criminal Justice Education Nursing Physical Education Social Work **Buffalo** Business Communication Criminal Justice Dietetics Education Elementary Secondary Social Studies Special General Studies Social Work Special & Language Pathology and Audiology **Cortland** Elementary Education Speech and Hearing Handicapped Evaluation Speech and Hearing Science **Fredonia** Accounting Business Communication Elementary Education **Geneseo** All Programs **Old Westbury** Business Teacher Education **Oneonta** Education **Oswego** All Programs **Plattsburgh** Accounting Business Criminal Justice Education Hotel and Restaurant Management Nursing **Potsdam** Teacher Education **Purchase** Psychology	**Environmental Science and Forestry** Forest Engineer and Paper Science Engineering **Maritime** Engineering Marine Transportation Meteorology/ Oceanography Naval Architecture

BEST COPY AVAILABLE

TABLE 3

STATE UNIVERSITY OF NEW YORK

CURRICULA CHOSEN BY 100 OR MORE UNSUCCESSFUL TRANSFER APPLICANTS

FALL 1987 TO FALL 1991

Curriculum	1987	1988	1989	1990	1991
Undeclared	321	442	676	592	643
Business/Business Administration	260	303	459	315	405
Accounting	105	146	220	152	226
Marketing		102	109	107	111
Management					100
Education					
Elementary Education		220	382	312	430
Elementary & Secondary					159
Physical Therapy	104	105	237	198	253
Nursing					130
Fashion Buying & Merchandising	134	101			
Psychology		139	221	152	294
Communications			124		106
Political Science				114	128
English					106
Criminal Justice					141

STATE UNIVERSITY OF NEW YORK

MOST FREQUENT CHOICES OF UNSUCCESSFUL TRANSFER APPLICANTS

FALL 1987 TO FALL 1991

CURRICULUM	1987	1988	1989	1990	1991
A. A. DEGREE HOLDERS					
Business/Bus. Administration	11	14	17	17	15
Undeclared	9	10	30	24	12
Education					
Elementary Education	5	34	63	46	72
Elementary & Secondary	5	22		15	29
Marketing	8				
Psychology		12	31		
Communications			17	14	19
A. S. DEGREE HOLDERS					
Business/Business Admin.	27	58	80	52	57
Accounting	17	17	20	13	25
Management Science	7				
Marketing	9	10			
Physical Therapy	7		20		28
Psychology					22
Engineering:					
Mechanics	10				
Education:					
Elementary Education		17	41	37	54
Physical Education				14	
Criminal Justice	9				
Undeclared			19	16	
A.A.S. DEGREE HOLDERS					
Business/Business Admin.	51	38	63	64	59
Marketing	15	25	32	26	34
Accounting	12	39	49		37
Electrical Technology	21				
Comp/Info. Science	10				
Education:					
Elementary Education	10	32	49	47	58
Criminal Justice		28			47
Undeclared		32		25	
Physical Therapy			24	23	

TABLE 5

STATE UNIVERSITY OF NEW YORK

COLLEGES OF CHOICE WHICH DENY THE LARGEST NUMBERS OF UNSUCCESSFUL TRANSFER APPLICANTS FALL 1991

Colleges of Choice with the Largest Numbers of Denials

A. A.		A. S.		A. A. S.	
Oneonta	62	Brockport	92	Buffalo College	99
Cortland	54	Oswego	55	Brockport	90
Oswego	49	Cortland	44	Oswego	84
Buffalo College	44	Buffalo College	43	Oneonta	73

Colleges of Choice Denying 100 or More Unsuccessful Applicants

Degree	A.A.	A.S.	A.A.S.	Total	% of APPS
Brockport	39	92	90	221	5 percent
Oswego	49	55	84	188	5 percent
Buffalo College	44	43	99	186	6 percent
Oneonta	62	31	73	166	6 percent
Cortland	54	44	33	131	6 percent
Buffalo Univ.	8	33	69	110	2.7 percent
Albany	36	19	51	106	3.3 percent
Plattsburgh	25	31	47	103	4.4 percent

SECTION THREE

AN ANALYSIS OF THE ACTUAL IMPACT OF THE CURRENT TRANSFER POLICY

Despite the inherent difficulty of assessing the impact of public policy of any kind, the actual impact of the 1990 transfer policy is clear in some areas. The extension of the university's transfer policy to A.A. and A.S. graduates from CUNY, access for first-time students at both baccalaureate and two-year campuses, and access for transfer students throughout the state, are clearly demonstrated through current practice that is well aligned with the policy. Guidelines have been established to ensure the effective implementation of the policy in these and other areas particularly with respect to guaranteeing access to senior colleges for CUNY/SUNY A.A./A.S. graduates who are denied at all their original baccalaureate campus choices. In fall 1991, transfers to SUNY senior colleges included 62 A.A. and A.S. graduates, 76 A.A.S. and A.O.S. graduates, and 178 transfers without associate degrees from CUNY two-year colleges (OIR Report No. 6-92, p. 5). In fall, 1993 only one student from Hostos Community College who had been denied at all SUNY choices participated in the transfer guarantee placement process.

The university-wide enrollment planning process establishes goals for first-time students at both baccalaureate and two-year campuses. The implementation procedures for the transfer guarantee placement process have been revised to be sensitive to place-bound students and provide access statewide as well as regionally for eligible transfer students denied at all their SUNY choices.

Since its first implementation in fall 1991, the SUNY transfer guarantee placement process has placed 345 students. The process has evolved from a regional one which placed 84 unsuccessful applicants in fall, 1991 to a statewide process, sensitive to place-bound students which, in fall 1993, placed 60 unsuccessful applicants at baccalaureate campuses. The numbers of unsuccessful applicants placed has ranged from a high of 126 in fall 1992 to a low of 33 in spring 1993. The long-term outcomes of this placement process will be better understood upon the completion of a student tracking study now underway.

Impact on the Enrollment Planning Process

Changes in the enrollment planning process at baccalaureate and two-year campuses called for in the 1990 transfer guidelines have met with mixed success. These changes were intended to give A.A. and A.S. graduates priority consideration at the baccalaureate campuses and to increase access for these transfers, especially place-bound transfer students.

Two-year campuses were directed by the guidelines to estimate each year the number and type of associate degrees they expected to grant and in what academic programs. Baccalaureate campuses were directed to use this information in allocating a reasonable number of new student places between transfers and first-time students. Baccalaureate

campuses were further directed to estimate, in their annual enrollment plans, the number of transfer places anticipated for A.A. and A.S. graduates from SUNY and CUNY, and to be "particularly sensitive" to applications from place-bound A.A./A.S. graduates especially in "impacted academic program areas."

An initial attempt was made by the Office of Planning and Policy Analysis to gather estimates of anticipated A.A. and A.S. graduates in 1991-92 and beyond, by requesting this information as part of the presidential narratives of the 1990 enrollment planning cycle. Presidents from five of the seven colleges of technology graduating A.A. and A.S. degree holders, and fourteen of twenty-nine community colleges provided such estimates. The estimates varied in form, specificity, and time span. Some responses included only numbers with no degree indicated, a response which left the reader with some doubt concerning what the given numbers represented. Other estimates were more specific, and indicated both numbers and degrees, although some responses separated A.A. and A.S. degree holders and others did not. One campus response was given in percentage rate of transfer for A.A. and A.S. graduates, but no total A.A./A.S. graduate number was included. One president reported approximately 1,315 degree recipients per year, all of whom hold the A.A.S. degree.

Of the nineteen estimates of anticipated graduates, there was no consistency in the years reported; some campuses reported estimates for only one year, others for two or three, etc. No estimate included indications of academic discipline or major, nor was such information requested.

Given the importance of academic program choice in the success of transfer student transitions and the enrollment planning process, and given the nature of two-year college estimates and the enrollment planning process, these estimates appear to be extremely limited in their usefulness to the university in the system-wide enrollment planning process. These estimates were not shared with baccalaureate campuses, and they have not been requested again since the 1990 enrollment planning cycle. Baccalaureate campuses are, therefore, not using the information provided by this process in allocating numbers of new student places between transfer and first-time students.

The response of baccalaureate campuses to the guideline directive concerning estimating a number of transfer places available for graduates, appears to indicate that appropriate changes in enrollment planning have been made at many baccalaureate campuses. In the presidential narratives from the 1990 enrollment planning cycle, presidents at two university centers and four university colleges indicated a specific number of spaces set aside for A.A. and A.S. graduates:

Campus	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996
Albany	600	650	650	650	650
Stony Brook	943	943	956	977	1.020
Brockport	One-third of all new transfers				
Cortland	205	32 percent of all new transfers			205
Fredonia	281	75 percent of all new transfers			281
Oneonta	+50 each year from present				

Some presidents did not address the reservation of spaces for A.A. and A.S. graduates as part of their enrollment planning. One president indicated that associate degree holders constitute only 5 percent of total transfers at that institution, approximately 125 full-time students in fall 1990, and requested a decrease of 700 in the goal for new transfer students for fall 1991, but indicated that such a reduction would not affect applicants with A.A. or A.S. degrees. Another president described their continued commitment to maintaining access for SUNY and CUNY graduates. Other presidents addressed the issue of transfer spaces in a non-specific or non-numerical manner, with one president indicating that, "It is not the plan to reserve spaces," but that A.A. and A.S. graduates from SUNY and CUNY are viewed as a "priority population." Still another president indicated the intention to "at least maintain the current number of transfer places for A.A. and A.S. graduates from CUNY and SUNY," but noted that their college is not "able to meet the demand of transfer students in selected programs...." One president described spaces for A.A. and A.S. graduates from SUNY and CUNY becoming increasingly occupied by "students from cooperative degree programs with regional community colleges." Some presidents did not address the issue of spaces set aside for A.A./A.S. CUNY/SUNY graduates.

Some evidence from these 1990 enrollment planning cycle presidential narratives from two-year college and baccalaureate campus presidents also indicated that baccalaureate campuses are being "particularly sensitive" to applications from place-bound students as did the recent outcomes of the transfer guarantee placement process. Place-bound students are identified as such within the allocation process of the transfer guarantee, and admissions decisions are influenced by this information. Whether or not such accommodation is occurring in impacted program areas is unclear. Further information about the extent to which that is occurring and other current examples of such "sensitivity" on the part of baccalaureate campuses might be obtained through future versions of the transfer survey carried out by the Office of Access Services.

Impact on Program Articulation Initiatives and Joint Admissions Agreements

The policy guidelines also called for baccalaureate and two-year campuses to maintain and expand their program articulation agreements, both regionally and across the state, and

BEST COPY AVAILABLE

establish joint admissions agreements regionally. According to the 1993 SUNY Application Guidebook, joint admissions agreements have been entered into by three of four university centers (Albany, Buffalo, and Stony Brook), ten of twelve university colleges (Brockport, Buffalo, Fredonia, Geneseo, New Paltz, Old Westbury, Oneonta, Oswego, Plattsburgh, and Potsdam), seven of nine colleges of technology (Alfred, Canton, Cobleskill, Delhi, Farmingdale, Morrisville, and Utica/Rome), and sixteen of twenty-two community colleges (Adirondack, Broome, Cayuga, Clinton, Columbia-Greene, Erie, Finger Lakes, Fulton-Montgomery, Genesee, Herkimer, Hudson Valley, Mohawk Valley, Niagara, Onondaga, Schenectady, and Ulster).

It is currently unclear whether or not there has been an increase in the number of joint admissions agreements since the fall 1991 policy implementation date, and to what extent existing joint admissions agreements are functioning effectively. However, joint admissions agreements were notable by their absence in the descriptions of enrollment and articulation initiatives contained in the 1990 enrollment planning cycle baccalaureate campus presidential narratives, and in the descriptions of services available to students enrolled in A.A. and A.S. degrees in the 1993 community college presidential narratives.

The enrollment initiatives mentioned in the 1990 presidential narratives varied across campuses and included additional recruitment activities on SUNY two-year campuses, the initiation of mid-year admissions, and priority in admissions being given to particular groups of transfers, ie., associate degree holders and junior-level transfers. Other enrollment initiatives included registration priorities given to transfer students, and special scholarships for transfers.

Articulation initiatives also varied across campuses and included cooperative degree programs, increased articulation agreements and articulation agreements that guarantee admission. Several presidents described their campuses as "maintaining" articulation agreements with a variety of SUNY two-year campuses. The number of two-year campuses involved in such articulation agreements ranged from five (generally regional approaches) at some campuses, to forty-two for one campus.

Other initiatives mentioned in the 1990 and 1993 presidential narratives included activities with potential impact on both the enrollment of transfer students and the articulation of academic programs. One president reported the establishment of a transfer office. Another noted the activities developed through a federal grant including establishing a transfer student club and developing transfer guides which address program articulation agreements and course equivalencies with the two-year colleges from which the majority of transfer students come. One president described an examination of academic policies which "mitigate against" the smooth transition of transfer students. Meetings between two-year college transfer officers and baccalaureate campus transfer admissions counselors were also described by some presidents as facilitating the transfer of students and the articulation of programs.

In general, those initiatives which appear to be most effective are characterized by a high level of communication between and among collaborating campuses. Examples of such initiatives include the cooperative degree programs at Geneseo; the 2+2 articulation agreements in education at New Paltz; articulation agreements in music at Potsdam; transfer guides for primary feeder two-year campuses at Plattsburgh; articulation agreements in business, engineering, and nursing and acceptance of A.A. and A.S. degree credits as a package (including general education) at Brockport; and a limited general education requirement and acceptance with a 2.0 for A.A. and A.S. graduates at the University Center at Buffalo.

Further Issues of Impact

Consistent with the guidelines, the chancellor has appointed a transfer and articulation committee which is chaired by Dr. Ernest Martinez, Deputy to the Chancellor for Community Colleges, and includes members from SUNY Central Administration and several two-year campus presidents. The chancellor also makes periodic reports to the Board of Trustees concerning the implementation of the policy and the issue of access to baccalaureate campuses for both first-time and transfer students.

It is unclear whether or not the current policy has had any impact on ensuring that "academic decisions on admissions" for CUNY and SUNY A.A. and A.S. degree holders "are based solely on their previous academic record" (Transfer Policy, p.4). Comments from seven campuses concerning the admissions decision-making process contained in the 1992 transfer survey of baccalaureate campuses indicated that the most influence is exerted by the most recent academic record on five campuses. One campus also indicated that the most influential academic record is the one containing the most courses in math and science while another reported that all previous coursework is equally influential. (For more detailed information concerning admissions requirements, see the Appendix for Summary of July 1992 Transfer Survey, page 50.)

There is some evidence in the application and enrollment trends described previously that by focusing on access for CUNY and SUNY A.A. and A.S. degree holders, the policy has not ensured that "the current opportunities which exist for SUNY A.A.S. degree holders are not diminished" (Transfer Policy, p.4). As baccalaureate campuses set aside spaces for A.A. and A.S. graduates, or focus on these groups as "priority populations" in response to the current policy, it is unlikely that the erosion of access for A.A.S. SUNY graduates evident prior to 1992 has decreased.

SECTION FOUR

DESCRIPTION OF THE CURRENT SITUATION, THE PROBLEMS & ISSUES

Despite the positive changes discernable in transfer enrollment since 1987 for A.A. and A.S. graduates of SUNY two-year campuses, and appropriate changes at baccalaureate campuses in practices related to the transfer of students and the articulation of programs (some of which occurred in anticipation of the fall 1991 implementation of the current transfer policy, and some of which occurred following the policy implementation date), the view from the perspective of some two-year campuses is still not all that positive. One community college president when asked to speak to the issues of transfer in the 1993 Enrollment Planning Update Cycle said:

> *In general, the problems that exist with transfer [and articulation] have been the same for decades. Real effort is needed to make the necessary changes in this area. While we have seen a much more cooperative and respectful attitude on the part of one of our main transfer institutions ..., some others have been slow in responding to the need for change in their policies on transfer students.*

This comment represents well the tenor of many of the other community college presidents' responses related to the issues of student transfer and program articulation in the 1993 Enrollment Planning Update Presidential Narratives.

1. Overall Transfer Rates

Six of the sixteen responding community colleges reported transfer rates as follows:

Cayuga	nearly 50 percent
Columbia-Greene	37 percent
Finger Lakes	60 percent
Jefferson	67 percent for A.A./A.S.; 63 percent for all graduates
Monroe	41 percent
Niagara	61.3 percent in 1991; 65.1 percent in 1992.

Narratives from Cayuga, Clinton, Hudson Valley, Jefferson, and Monroe commented that many students transfer prior to the completion of their degrees. Monroe's response indicated that almost two-thirds of their graduates who transfer enroll at local institutions. The locality of transfer was also noted in the narratives from Clinton and Sullivan which, although they gave no transfer rate, did indicate that the large majority of their transfers attend one nearby SUNY university college....Plattsburgh for Clinton, and New Paltz for Sullivan. The other eight campuses from which no transfer rates were indicated included Adirondack, Broome, Genesee, Hudson Valley, Mohawk Valley, Jamestown, Rockland, and Schenectady. The Schenectady and Sullivan narratives indicated there were no significant changes in transfer rates from past years, but gave no rates. Mohawk Valley's report indicated they had "no data to add," and Jamestown reported numbers of graduates transferring as follows: 204 in 1989-90, 180 in 1990-91, and 160 in 1991-92.

2. SUNY vs. non-SUNY Transfers

The most frequent narrative response concerning this issue were rates of transfer to SUNY schools. Seven campuses indicated rates of transfer to SUNY as follows:

Columbia-Greene		66 percent of total transfers
Finger Lakes		60 percent of total transfers
Hudson Valley		50 percent of total transfers
Jamestown	'92	68 percent of A.A./A.S. grads
	'91	57 percent " " "
	'90	70 percent " " "
Jefferson		75 percent of all graduates
Monroe	'92	49 percent of A.A./A.S. grads
	'91	54 percent " " "
Niagara	'92	51.6 percent of all graduates
	'91	51.5 percent of all graduates

Columbia-Greene and Niagara also provided comparative rates of transfers to non-SUNY schools as follows:

Columbia-Greene		34 percent of all graduates
		22 percent to private in-state
		12 percent out of state
Niagara	'92	13.4 percent of all graduates
	'91	10 percent of all graduates

The Schenectady narrative once again indicated no change in transfer rates to non-SUNY schools but did not indicate any rate.

In the next most frequent response, five president's narratives....Broome, Genesee, Jefferson, Rockland, and Sullivan described students transferring to SUNY as having "little or no difficulty." Rockland's and Sullivan's report indicated specific SUNY campuses where transfer was especially positive....Albany and New Paltz for Rockland and New Paltz for Sullivan. Rockland also indicated that SUNY "is not the most popular choice" of their graduates, and that there had been no need for their students to participate in the transfer guarantee placement program in the spring of 1993.

Cayuga also noted that many of their graduates transfer to non-SUNY schools, and that from their perspective it was easier to transfer to a non-SUNY school and be accepted into the program of choice with full junior standing. The Mohawk Valley narrative concurred with this perspective, describing the situation as "our better students consistently find a more welcoming and easier transfer to non-SUNY institutions, particularly in engineering and business."

In contrast, Adirondack and Hudson Valley indicated that students with 2.5 GPA's and above are accommodated within the SUNY system, while Adirondack and Jefferson described the SUNY transfer guarantee placement program as successful for students having GPA's of 2.0 to 2.5. Adirondack also noted that the transfer guarantee "needs to be expanded to some A.A.S. programs with high transfer rates," and that transfer to non-SUNY schools had been "excellent." Clinton's narrative did not comment on SUNY vs. non-SUNY transfer.

3. Specific Problems Encountered

Five of the sixteen responding community colleges (Clinton, Columbia-Greene, Finger Lakes, Schenectady, and Sullivan) indicated there were no specific problems in placing their graduates into SUNY four-year schools. Interestingly, all but one (Finger Lakes) are among the eleven community colleges and one college of technology which did not appear as colleges of origin for ten or more unsuccessful applicants in some degree category from 1987 to 1991.

The specific problems encountered by the other eleven community colleges fell into three general categories: enrollment process problems, program articulation problems, and the problem of program availability (physical therapy).

Enrollment process problems include GPA requirements, unpredictability of January admission, low registration priority assigned to transfer students, and decreasing access for A.A.S. degree holders. Program articulation problems include changing and highly prescriptive degree requirements, varied acceptability of courses granted transfer credit, and lack of program articulation in general.

4. Enrollment Process Problems

The most frequently described enrollment process problem was that of GPA requirements for admission which prevented students from attending either the college of their choice or the program of their choice. Adirondack's narrative noted that "the university centers and some programs require very high averages (3.0+)" while Monroe commented that "anecdotal evidence from the Office of Transfer and Placement suggests that transfer opportunities for graduates with average or slightly above average grades are increasingly limited in terms of gaining admission to SUNY programs of their first choice."

Jefferson, Genesee, and Hudson Valley all indicated that students may be granted admission to SUNY four-year schools, but not to the program of their choice, placing them in a position of having to choose between the schools of their choice and the programs of their choice. Hudson Valley commented that this often happens when a student's GPA is below 2.5. Cayuga also reported students having difficulty entering programs of their choice, but attributed the difficulty to differing GPA standards for native and transfer students.

On separate but related GPA issues, the Jamestown narrative indicated that some four-year campuses do not honor the "overall 2.0 GPA," and Hudson Valley reported that "the same programs at different schools have different entrance (GPA) requirements, and different programs at the same school have different entrance (GPA) requirements." Such variety across four-year campuses often makes information seeking difficult and complex, but, at the same time, it is extremely important for the student, parent, or counselor who wishes to predict the likelihood of success of any transfer applicant.

Cayuga reported that degree completion and commuting were made difficult due to low registration priority being assigned to transfer students. Genesee indicated that transfers encounter a large number of closed courses, "especially those which are needed for graduation" and Rockland commented on students' inability to enroll in "needed junior-level courses."

5. Program Articulation Problems

The most frequently described program articulation problem was that of degree requirements at SUNY four-year schools which hindered the transfer process. Adirondack noted changing degree requirements "especially in general education and education certification requirements," while Broome and Genesee reported highly prescriptive degree requirements in the same two academic areas. Genesee commented that such requirements often necessitated students "completing substantial general education requirements at receiving institutions despite completion at the community college level."

Variation in the acceptability of courses for transfer credit were noted in Hudson Valley and Niagara narratives. Hudson Valley described "variations across programs at the same campus and across the same program at various campuses" while Niagara commented on

variations in the same programs at various campuses and variations in the same programs over time, sometimes relatively short periods of time. Lack of junior standing was described by Cayuga as a "disadvantage" to students in financial aid counseling, and the absence of general education program articulation was noted as important to A.A.S. graduates by Monroe.

6. Program Availability Problems

Although mentioned by only one president in the Presidential Narratives, it is clear from the enrollment trends and experiences of unsuccessful transfer candidates denied at all their SUNY choices, that more spaces for transfer students are needed to meet the demand in the following programs:

Accounting
Business and Business Administration
Communications
Criminal Justice
Education
Engineering
Nursing
Physical Therapy
Social Welfare/Work

This description of the current transfer and articulation situation, although originally summarized from the responses of community college president's narratives in the 1993 university-wide Enrollment Planning documents, has been shared with several audiences including SUNY two-year transfer counselors and baccalaureate campuses. Both oral and written feedback from such audiences reinforced the perspective of the community college presidents concerning the nature of specific problems being encountered by transfer students.

The problem most frequently reinforced by this group was that of program articulation with specific examples being given of highly prescriptive degree requirements for general education; course-by-course evaluation of general education credits; the use of competency exams in business courses; requiring two semesters of accounting and marketing courses at the two-year campus to meet the transfer requirements for one semester at the baccalaureate campus; and lack of interest on the part of baccalaureate campuses and their faculty in establishing dialogue concerning program articulation.

Other comments from the transfer professionals reinforced problems related to program availability and the enrollment process including difficulties getting credit evaluations, no visits by baccalaureate college admissions officers to two-year campuses, limited communication with students and transfer counselors from SUNY baccalaureate campuses, no support structures for mature students and attitudes which communicate a lack of interest

in transfer students in general. Transfer counselors noted the same academic programs listed earlier in this document as those in which more spaces for transfer students are needed and, also, that program articulation is a problem.

Transfer counselors revealed that they are fully aware of the specific problems encountered by transfer students on both a campus-specific basis as well as university-wide. For example, program articulation problems in Education, Business, and General Education were mentioned by counselors from several two-year campuses, whereas attitudes communicating a general lack of interest in transfer students were attributed to primarily one campus.

Feedback of this type tells us that the description of the current situation, as presented in this document, is representative but incomplete in both scope and detail. Given the complex and dynamic nature of student transfer and articulation of academic programs within SUNY, a complete description of the current situation would require a significant amount of time and resources, if it could be accomplished at all. It is the opinion of this author that in the short-term, priority should be given to the development and implementation of action plans rather than further study of these phenomena. Enough is known to serve as a legitimate basis for some action to be taken while continuing to monitor changing conditions as they develop. The final section of this report, therefore, reflects on recommendations for action complemented by a recommendation for ongoing monitoring of student transfer and the articulation of academic programs within SUNY.

SECTION FIVE

RECOMMENDATIONS FOR ACTION

Expectations related to the outcomes and effectiveness of any transfer and articulation policy vary depending on one's position and responsibilities in the university. **Members of two-year campus staffs** see effective transfer and articulation policies and initiatives as those which accomplish the following:

- Provide access to baccalaureate programs within SUNY for their graduates.
- Facilitate the transition of students from their campuses to baccalaureate campuses.
- Grant credit from the baccalaureate campus for coursework completed at the two-year campus where coursework is comparable, including courses in general education.
- Grant credit from the baccalaureate campus for associate degree coursework at the equivalent of two years of study at the baccalaureate campus.
- Reinforce their images as academic institutions of quality.

Students who transfer see effective transfer and articulation policies and initiatives as those which accomplish the following:

- Provide them with access to the baccalaureate program of their choice at the location of their choice within SUNY.
- Facilitate their transition from the two-year campus to the baccalaureate campus.
- Grant them credit from the baccalaureate campus for coursework completed at the two-year campus where coursework is comparable including courses in general education.
- Grant them credit from the baccalaureate campus for associate degree coursework completed at the two-year campus as the equivalent of two years of study at the baccalaureate campus.
- Provide them with financial aid, housing, course registration, and academic and social support services equitably with continuing and returning students.
- Assist them to persist and complete the baccalaureate degree within four additional semesters when they transfer having completed an associate degree.

- Reward their attainment of an associate degree.

Members of the staffs of baccalaureate campuses see effective transfer and articulation policies and interventions as those which accomplish the following:

- Produce appropriate student-faculty ratios.
- Produce appropriate balance between upper and lower division enrollments.
- Maintain appropriate total enrollments and revenue production.
- Provide access to SUNY baccalaureate programs to transfer students who meet certain academic standards not necessarily related to the attainment of an associate degree.
- Facilitate the transition of transfer students to their campuses with minimal negative impact on limited resources and maximum positive impact on quality indicators for new transfer students.
- Grant transfer credit for coursework completed at the two-year campus only where the coursework is comparable.
- Grant transfer credit for coursework completed at the two-year campus only when it does not interfere with meeting campus residency requirements and/or unique degree requirements including general education requirements.
- Retain transfer students through completion of the baccalaureate degree in whatever time frame is appropriate to maintain the integrity of the curriculum.
- Reinforce their images of academic institutions of quality.

These expectations are obviously at odds each other and with SUNY policy in some ways. However, they do share at least four common goals which can be used along with limited knowledge of the current situation as a basis for recommending certain action. The common themes are these:

- Provide access to baccalaureate programs in SUNY.
- Facilitate the transition of students from two-year to baccalaureate campuses.
- Articulate academic programs so that credit will be granted from the baccalaureate campus for coursework completed at the two-year campus.
- Reinforce images of academic quality and capability.

The recommendations for action which follow will focus on these four themes as goals, while taking into consideration the "loosely coupled" nature of the SUNY system. As indicated by Provost Burke on a variety of occasions, some balance must be struck between ease of transfer for students and the high level of institutional autonomy with respect to admissions and curriculum which characterizes the SUNY system. The university must, therefore, avoid aspiring to a "quick fix" for problems inherent in the transfer of students and articulation of academic programs, while taking action to minimize the negative outcomes associated with the complex and dynamic nature of these phenomena. The recommendations for action which follow are designed based on this perspective.

RECOMMENDATIONS

1. Differentiate between the transfer of students and the articulation of academic programs as part of the conceptual framework for thinking about the migration of students into and within the university and the issues related to that migration:
Some definitions to be considered might be:

a. Transfer - The process by which students matriculate or enroll from one campus to another.

b. Articulation - The process by which academic programs and courses are evaluated for comparability, and curricula are developed or revised to increase comparability.

This distinction between processes enhances clarity since discussions can focus on both the transfer of students and the articulation of academic programs as well as their interrelationship. However, attention can temporarily be focused on one process to the exclusion of the other. The ability, conceptually, to "pull apart" the migration of students allows conversations and interactions about that topic to be specifically tailored to the perspectives of all campus community members. At the same time, assigning a specific meaning to the word "articulation" clarifies its use in the context of the policy and related communication and practice.

2. Revise the language of the current transfer policy and communication regarding transfer migration to reflect this conceptual framework and the importance of academic program articulation to the transfer process. As indicated by Provost Burke when he spoke for the adoption of the current policy, it was to be a reflection of *"the university's commitment to articulation by reaffirming, extending, and strengthening its existing policy on transfer and articulation"* (Burke, 1990, p.1). Despite this intention, the word "articulation" does not appear in the title of the current policy or in other places in the policy where it might appropriately occur, and the policy is generally referred to in conversation as "the transfer policy." These linguistic omissions systematically downplay the importance of academic program articulation in the migration of students into and within the university.

3. Eliminate the specific A.A. and A.S. degree requirement from future revisions of the current policy and allow economic and enrollment pressures and the content of both baccalaureate and associate degree programs, not the name of the associate degree, to drive the program articulation process and define the ease of transfer. It has been the intention since the first transfer policy in 1972, that the benefits of the policy would eventually be extended to A.A.S. degree holders, "as rapidly as appropriate existing programs are expanded and new programs developed" (Transfer Policy, 1972, p.1). The 1987 transfer and articulation policy accomplished this intention by reaffirming and strengthening "its commitment to upper-division access for graduates of State University of New York two-year institutions" and resolving that "beginning with the fall semester of 1988, graduates of two-year colleges within the State University of New York, when accepted with junior status within parallel programs at baccalaureate campuses of the university, will be granted full transfer credit for general education courses taken, and will not be required to repeat successfully completed courses with similar curricular content" (Transfer Policy, 1987, p.1).

Despite the intention of the current policy, "to ensure that the current transfer opportunities which exist for SUNY A.A.S. degree holders are not diminished in any way...." (Transfer Policy, 1990, p.4) it is evident from the trend data examined previously that access for A.A.S. degree holders has been eroding since 1981. At the same time, however, this group of degree holders remains the largest group of two-year graduates transferring to SUNY baccalaureate campuses. Exclusion of A.A.S. and A.O.S. degree holders from the benefits of future revisions of the current transfer policy is unnecessary and damaging to the prestige and academic quality reputation of the university.

The impact of A.A.S. graduate's (A.O.S. graduates is a relatively small group of degreed transfers) presence is already being dealt with by baccalaureate campuses and, in some instances, articulation of A.A.S. and baccalaureate academic programs is no more challenging than articulation between A.A. and A.S. programs and baccalaureate programs. In addition, demand for participation in the guarantee transfer placement program is at an all time low, a condition favorable to the inclusion of additional beneficiaries under the policy. Symbolically, exclusion of this relatively large group of degree holders from benefits of the policy sends the wrong messages (i.e., "A.A.S. and A.O.S. = inferior degrees") about high quality degrees from high quality institutions.

4. Provide monetary incentives to two- and four-year campuses to establish networks of sending and receiving institutions (SAR Networks) based on the Plattsburgh FIPSE Project model. Encourage such networks to produce proposals for specific interventions related to transfer and articulation and favor proposals focused on program articulation in funding decisions. Current enrollment and articulation initiatives that are effective have been collaboratively designed, tailored to specific situations, and are characterized by a high level of communication among members of the respective campus communities. Priority issues and problems vary from one group of sending and receiving campuses to another. Some campuses are ready to work on articulation issues that others are not. The action proposed promotes appropriate diversity of response from two- and four-year campuses and a

partnership relationship between SUNY Central Administration and sending and receiving campuses. This partnership is characterized by mutual definition of the priority goals (the four common themes on page 44) and collaborative activity. SUNY Central provides funding for approved proposals and local campuses provide proposals identifying the specific issues and intervention activities and the participants. Evidence of the validity of such a model exists in the example of activities accomplished with FIPSE grant money through the recent Plattsburgh Transfer Project.

5. Review and make available to others the final report from the Plattsburgh FIPSE Project. This project developed a variety of models for action and interventions that may serve other campuses well as they continue to work to improve the transfer of students and the articulation of academic programs.

6. Provide incentives for baccalaureate campuses to increase transfer enrollments and increase spaces available for transfers in high demand programs such as accounting, business, communications, criminal justice, education, engineering, nursing, physical therapy, and social welfare/work. As indicated by the relationship between trends in rates of acceptance, denial, and depositing described previously, access to baccalaureate programs in SUNY for CUNY and SUNY two-year graduates is not a recruitment issue. The demand for spaces for transfer students is considerably higher than the availability of spaces (especially in the programs noted above) even when the decline in transfer applications for fall 1993 is considered. Although enrollment and articulation interventions designed to facilitate the migration of students into and within SUNY are necessary and can improve the current situation, without more spaces for transfer students, an appropriate level of access will not be achieved.

7. Initiate a series of university-wide program articulation initiatives focused on education and business curricula and planned with the assistance of campus faculty and transfer counselors who have been involved in similar initiatives through participation in the Plattsburgh FIPSE Transfer Project summer institutes. As indicated previously, these are high demand academic disciplines with a variety of programs offered across the university. Curriculum issues in these areas are also influenced by certification or accreditation agencies which might be best dealt with from a university perspective. A system-wide approach in these two academic disciplines that emphasizes the university's need to strike a balance between access to baccalaureate degrees for two-year college graduates while preserving a high level of campus autonomy with respect to admissions and curriculum decisions could lead to similar activities in other high demand disciplines.

8. Begin a "nothing that's worth anything comes easy" educational/public relations campaign to communicate the success stories of transfer students and the high quality of educational experiences at both two and four-year campuses, while avoiding setting up false expectations about the ease of the transfer process. The options available within the university for transfer students are myriad and of high quality, and there are many truly extraordinary success stories to be told. However, any phenomenon as complex and

dynamic as the migration of thousands of students into and within a system as large and complex as SUNY, will be fraught with complexity and difficulties despite the good intentions of the campus communities and of numerous effective enrollment and articulation interventions.

A campaign like this would assist students, parents, legislators, and others in appreciating the quality of the university as represented by these myriad options. It would also lead to a better understanding that for students to avail themselves of such opportunities will require certain actions on their part and a willingness to work with university faculty and staff to sort out inherent difficulties. Two- and four-year campus community members should be assisted by such a campaign to understand that the academic reputations of their individual campuses are influenced by the academic reputation of the university as a whole, and that actions on their part which devalue any SUNY campus or program, devalues the quality of their own campus in the eyes of others.

9. Establish an on-line university-wide catalog of curricula (SUNY-CAT) using data bases which individual campuses now use to produce their campus catalogs and denote the associate and baccalaureate degree programs that are articulated with one another. This data base should be available to all campuses via a system-wide computer network. The catalogs produced by individual campuses reflect institutional perspectives. They contain descriptions of all the programs available on each of the campuses. Transfer students often need a university-wide perspective which would describe all of the programs in a certain discipline or in specific majors across the university. This information is currently available, but the process of collecting it often involves the time consuming task of consulting many campus catalogs. A university-wide catalog (SUNY-CAT) could provide a "program slice" quickly and easily, and could indicate to students which programs were included in articulation agreements and which individual campuses were involved in the agreements.

Individual campuses currently need to collect and maintain curricular data bases for the production of their catalogs, and if they don't a university-wide catalog might be a motivating factor to do so. It might also motivate further articulation of academic programs, since the agreements would be part of the information prospective students would consider as they investigated baccalaureate programs and campuses. Students and counselors, therefore, could focus on how well transfer articulation agreements are serving students, rather than on where they exist.

10. Complement these actions with continued study of the transfer of students and the articulation of academic programs. Continuing research should include specific studies to address priority concerns as well as the usual monitoring of the migration of students into and within the university. Recent gains in the capability to track students through the system should prove invaluable in this respect. From this author's perspective, two specific projects seem particularly appropriate:

1. Complete the tracking study of unsuccessful transfer applicants denied at all their SUNY choices who have been placed via the guaranteed transfer placement process over the last three years which has already been started by the Office of Access Services and the Office of Planning and Policy Analysis.

2. Manipulate the data available in the transfer feedback system in a computer model designed to study student transfer migration patterns. This would provide a better description and understanding of transfer student matriculation patterns that would assist individuals who work closely with transfer students and the system as it attempts to better serve the needs of transfer students.

CONCLUDING STATEMENT

The State University of New York is, in many ways, serving very well those students who enter the system at two-year colleges, and complete the associate degree with the goal of transferring to baccalaureate programs in SUNY. The loosely coupled nature of the university with its high level of autonomy at the individual campus level is well designed to provide the "requisite variety" necessary to meet the complex and dynamic educational needs of the diverse population of New York state.

Despite this, or, perhaps, because of it in some instances, there are some inevitable areas of tension and discontent related to the migration of students within the university and the varying expectations concerning the ease with which this migration should take place. The recommendations for action contained in this report are designed to address the four goals of providing access to baccalaureate programs, facilitating the transition of students from two-year to baccalaureate campuses, articulating academic programs and reinforcing images of institutional quality and student capability. They are also designed to suggest conceptual frameworks and organizational structures within which university community members can address these goals, and the tensions and discontents related to them resulting from differences in perceptions of student migration and related issues.

The migration of students within the university is a complex and dynamic phenomenon. It requires an approach for change that reflects this high level of complexity and dynamism, and encourages dialogue and interaction among university community members.

APPENDIX

RECENT TRENDS IN STUDENT TRANSFER

The following are summary statements which describe what we know about the transfer of students into and within the State University of New York (SUNY). The examination of these trends provides a description of the context in which the current State University of New York Board of Trustees transfer policy has been implemented.

TRENDS IN APPLICATIONS, ACCEPTANCES, DENIALS AND DEPOSITS

During the ten-year period from fall 1981 to fall 1991:

- applications from transfer students increased 18.1 percent (10,231) from 56,535 to 66,766;
- acceptances of transfer applicants increased 8.1 percent (2,610) from 32,069 to 34,679;
- denials of transfer applicants increased 76.4 percent (6,938) from 9,084 to 16,022;
- paid deposits from transfer applicants increased 5.9 percent (1,093) from 18,638 to 19,731.

As indicated in Chart 1, page 18, these changes do not represent steady trends, but rather a four-year downward trend (fall '83 to fall '87) in the overall number of applications, acceptances, and paid deposits followed by a four-year recovery (fall '87 to fall '91) beyond 1981 levels. Denials demonstrate a five-year downward trend (fall '81 to fall '86) followed by a five-year upswing (fall '86 to fall '91) exceeding 1981 levels.

The aggregated increases and recovery mask overall downward trends in the numbers of applications, acceptances, and paid deposits for A.A.S. and A.O.S. degree holders during this ten-year period. These changes, broken out by degree group, are as follows (See Charts 2 - 4, pages 19 through 21):

DEGREE TYPES	CHANGES Number	Range	PERCENT OF TOTAL
APPLICATIONS			
A.A ..... +46.7%	+2,775	5,944 - 8,719	11% - 13%
A.S. ..... +41.9%	+3,006	7,164 - 10,170	13% - 15%
A.A.S. ..... -8.5%	-907	10,710 - 9,803	19% - 14%
A.O.S. ..... -33.7%	-145	430 - 285	.8% - .4%
All Degrees . +19.5%	+4,729	24,248 - 28,977	43% - 43%
No Degree .. +17.0%	+5,502	32,287 - 37,789	57% - 57%

DEGREE TYPES	CHANGES Number	Range	PERCENT OF TOTAL
ACCEPTANCES			
A.A. ..... +32.9%	+1,164	3,359 - 4,703	11% - 13%
A.S. ..... +24.6%	+1,052	4,274 - 5,326	13% - 15%
A.A.S. ..... -20.9%	-1,354	6,465 - 5,111	20% - 15%
A.O.S. ..... -41.7%	-115	276 - 161	.8% - .5%
All Degrees .. +5.1%	+742	14,559 - 15,301	45% - 44%
No Degree .. +10.1%	+1,819	17,515 - 19,378	55% - 56%
DEPOSITS PAID			
A.A. ..... +23.6%	+411	1,741 - 2,152	9% - 11%
A.S. ..... +21.3%	+431	2,025 - 2,456	11% - 12%
A.A.S. ..... -20.9%	-740	3,535 - 2,795	19% - 15%
A.O.S. ..... -43.0%	-80	186 - 106	1% - .5%
All Degrees ... +.3%	+22	7,487 - 7,509	40% - 38%
No Degree ... +9.6%	+1,071	11,151 - 12,222	60% - 62%

No such masking is evident for increases in denials across degree groups during this ten-year period, although the aggregated figures do not demonstrate the wide variation in percentage increases across degree groups evident below (See Chart 5, page 22):

DEGREE TYPES	CHANGES Number	Range	PERCENT OF TOTAL
A.A. ..... +160.2%	+1,291	806 - 2,097	9% - 13%
A.S. ..... +122.6%	+1,355	1,105 - 2,460	12% - 15%
A.A.S. ..... +57.2	+894	1,562 - 2,456	17% - 15%
A.O.S. ..... +93.9%	+31	33 - 64	.4% - .4%
All Degrees ..... +102.0%	+3,571	3,506 - 7,077	39% - 44%
No Degree ..... +60.0%	+3,367	5,578 - 8,945	61% - 56%

Decreasing numbers of A.A.S and A.O.S. applications and acceptances from fall 1981 to fall 1991 combine with increasing denial rates to produce the overall downward trends in the numbers of A.A.S. and A.O.S. degree holders paying deposits during this ten-year period. Despite this, A.A.S. degree holders continue to be the largest single group of

degree holders paying deposits - 19 percent of the total in 1981, 17 percent of the total in 1986, and 15 percent of the total in 1991.

Overall rates of transfer acceptance, denial, and deposits paid during this ten-year period, reflect the trends described above (See Charts 6 - 9, pages 23 through 26):

ADMISSIONS DECISION	1981	1986	1991
Denial Rate	16%	14%	24%
Accept Rate	57%	63%	52%
Deposit Paying Rate:			
% of Total Applications	33%	36%	30%
% of Acceptances	58%	57%	57%

Rates of acceptance, denial, and deposits paid during this ten-year period broken out by degree groups reflect the individual degree group variations described above:

DENIAL RATES			
DEGREE TYPES	**1986**	**1989**	**1991**
A.A.	13.6%	11.5%	24.0%
A.S.	15.4%	12.8%	24.2%
A.A.S.	14.6%	11.8%	25.0%
A.O.S.	7.7%	9.2%	22.4%
All Degrees	14.5%	12.0%	24.4%
No Degree	17.3%	14.8%	23.7%
ACCEPTANCE RATES			
DEGREE TYPES	**1986**	**1989**	**1991**
A.A.	59.5%	66.6%	53.9%
A.S.	59.6%	62.5%	52.4%
A.A.S.	60.4%	66.2%	52.1%
A.O.S.	64.2%	68.8%	56.5%
All Degrees	60.0%	65.1%	52.8%
No Degree	54.2%	61.1%	51.2%

DEPOSIT PAID RATES: PERCENT OF TOTAL APPLICATIONS			
DEGREE TYPE	**1986**	**1989**	**1991**
A.A.	29.3%	32.4%	24.7%
A.S.	28.3%	28.4%	24.1%
A.A.S.	33.0%	35.8%	28.5%
A.O.S.	43.2%	49.4%	37.2%
All Degrees	30.9%	32.8%	25.9%
No Degree	34.5%	37.4%	32.3%
PERCENT OF ACCEPTANCES			
DEGREE TYPE	**1986**	**1989**	**1991**
A.A.	49.2%	48.7%	45.8%
A.S.	47.4%	45.4%	46.1%
A.A.S.	54.7%	54.1%	54.7%
A.O.S.	67.4%	71.7%	65.8%
All Degrees	51.4%	50.4%	49.1%
No Degree	63.7%	61.2%	63.1%

During the corresponding ten-year period from spring 1981 to spring 1991, associate degrees awarded by SUNY increased only 949 or 3 percent from 30,919 to 31,868. This change also does not represent a steady trend, but rather a three-year (spring '81 to spring '84) increase followed by a five-year (spring '84 to spring '89) slide, and a two-year (spring '89 to spring '91) rebound. This increase is well below the increase of 4,729 or 19.5 percent (from 24,248 to 28,977) in applications from associate degree holders even after adjustments are made for multiple applications. These data suggest that during this ten-year period, SUNY was increasing the percentage of its own associate degree graduates who applied to baccalaureate campuses within the SUNY system.

TRENDS IN CURRICULUM CHOICE

Curriculum choices remained relatively stable during this ten year period.

In both fall '81 and fall '91, over one-half of the applications in each group of substantial size (A.A., A.S., A.A.S., and No Degree Indicated) express interest in only six disciplines. The disciplines which occur as one of the top six areas of interest in all of these groups of applications are Business and Management, Education, and Social Sciences. Other disciplines are named as one of the top six disciplines of interest in applications from particular degree groups.

	A.A.	A.S.	A.A.S.	NO DEGREE
Business & Management	*	*	*	*
Education	*	*	*	*
Social Sciences	*	#	#	#
Health Professions		*	*	*
Engineering		*	*	
Computer & Info Science		+	+	
Psychology	*	#		
Interdisciplinary	*			*
Business & Communication Technology				*
Public Affairs & Service			*	
Fine and Applied Arts	+			
Letters	#			
Biological Sciences		+		
Health Service & Paramedic				+
				+

*** = 1981 & 1991** **+ = 1981 only** **# = 1991 only**

High demand programs within these disciplines are identified by high application and denial rates in 1981, 1986 and 1991, and by being identified in the summary of the July 1992 Survey of Baccalaureate Campuses (See Table 2, page 28) as programs requiring higher than minimum GPA's for admission. High application and denial rates across degree groups are evident in the following major programs:

Accounting
Business & Business Administration
Communications
Criminal Justice
Education
Engineering
Nursing
Social Welfare/Work
Undeclared

From the Transfer Feedback Information System of the Central Administration Office of Institutional Research, we know that these high-demand, high-enrollment programs on baccalaureate campuses are sought out not only by new transfer students from SUNY two-year campuses, but also by currently enrolled students who change their majors (internal transfers). Some programs such as accounting and criminal justice receive relatively large numbers of new transfer students only from community colleges while others, such as visual arts, telecommunications, business, business and public management, speech communications, and speech and hearing handicapped education, receive relatively large numbers only from agricultural and/or technical colleges.

Attrition rates from these programs, with the exception of the undeclared major, are not particularly high when compared to the overall median attrition rate of 30 percent.

TRENDS RELATED TO UNSUCCESSFUL APPLICANTS

All Unsuccessful Applicants

The number of applicants with associate degrees denied at all of their choices increased from fall 1987 to fall 1991 in all degree categories as did applicants who report no degree:

DEGREE TYPE	1987	1991	INCREASE	
A.A.	100	290	190	190%
A.S.	138	385	247	179%
A.A.S.	266	603	337	127%
A.O.S.	7	24	17	242%
No Degree	2,218	3,921	1,703	77%
TOTAL	2,967	5,223	2,494	84%

The number of choices per applicant denied at all choices also increased during this same period with the most dramatic increase occurring with those applicants holding the AA degree:

DEGREE TYPE	1987	1991	INCREASE
A.A.	1.24	4.45	3.21
A.S.	1.34	1.40	0.06
A.A.S.	1.20	1.39	0.19
A.O.S.	1.00	1.54	0.54
No Degree	1.17	1.22	0.05

This number of choices per applicant is not substantially different than for the overall applicant pool.

The ethnicity of applicants denied at all SUNY choices varies across degree group and across time from 1987 to 1991, but no ethnic group is over-represented in applicants denied at all of their choices:

	1987		1991	
DEGREE TYPE	MAJORITY	MINORITY	MAJORITY	MINORITY
A.A.	92%	8%	88%	12%
A.S.	92%	8%	89%	11%
A.A.S.	92%	8%	90%	10%
A.O.S.	50%	50%	84%	16%
No Degree	82%	18%	81%	19%

The major programs to which a large number of unsuccessful applicants applied are similar to those programs identified earlier as high-demand programs. As the number of unsuccessful applicants increased from fall 1987 to fall 1991, the programs to which 100 or more applied also increased as indicated below:

CURRICULUM	1987	1988	1989	1990	1991
Undeclared	321	442	676	592	643
Business/Business Administration	260	303	459	315	405
Accounting	105	146	220	152	226
Marketing	--	102	109	107	111
Management	--	--	--	--	100
Education					
Elementary Education	--	220	382	312	430
Elementary & Secondary	--	--	--	--	159
Physical Therapy	104	105	237	198	253
Nursing	--	--	--	--	130
Fashion Buying & Merchandising	134	101	--	--	--
Psychology	--	139	221	152	294
Communications	--	--	124	--	106
Political Science	--	--	--	114	128
English	--	--	--	--	106
Criminal Justice	--	--	--	--	141

UNSUCCESSFUL APPLICANTS WITH ASSOCIATE DEGREES

Colleges of origin for degree holding applicants denied at all of their choices vary over time and across degree categories:

DEGREE	1987	1991
A.A.	(4) Broome Hudson Valley Nassau Farmingdale	(7) Suffolk Hudson Valley Broome Nassau Onondaga Niagara Jamestown
A.S.	(2) Broome Monroe	(12) Monroe Broome Corning Onondaga Farmingdale Erie North Genesee Nassau Mohawk Valley Suffolk Hudson Valley Alfred
A.A.S.	(11) Farmingdale Broome Suffolk Mohawk Valley Morrisville Hudson Valley Alfred Cobleskill Nassau Onondaga Orange	(21) Alfred Broome Suffolk Monroe Onondaga Cobleskill Erie North Delhi Morrisville Mohawk Valley Niagara Herkimer Hudson Valley Nassau Finger Lakes Farmingdale Erie South Dutchess Orange Genesee Canton

As the number of unsuccessful applicants increased from fall '87 to fall '91, the number of colleges of origin with 10 or more unsuccessful applicants in each degree group of substantial size (A.A., A.S., A.A.S.) also increased. It is also clear from the lists of colleges of origin that colleges of technology are more frequently the colleges of origin for A.A.S. degree holding unsuccessful applicants.

Only 11 community colleges and one college of technology did not appear as colleges of origin for 10 or more unsuccessful applicants in any degree category during this four-year period. They were:

COMMUNITY COLLEGES	COLLEGES OF TECHNOLOGY
Clinton Columbia Greene Erie Fulton-Montgomery North Country Rockland Schenectady Sullivan Tompkins-Cortland Ulster Westchester	Fashion Institute of Technology

Many (7 of 12) of the two-year colleges which graduated 10 or more unsuccessful transfer candidates in some degree category (A.A., A.S., A.A.S.) in fall 1987 experienced increases in the variety of degree categories in which they graduated 10 or more unsuccessful candidates. Most other two-year colleges experienced increases in the number of unsuccessful candidates in existing degree categories. For example, in 1987, Onondaga Community College was the college of origin for 10 or more unsuccessful transfer candidates in only one degree category, A.A.S. In 1991, Onondaga was the college of origin for 10 or more unsuccessful candidates in all three degree categories. In contrast, Broome Community College was the college of origin for 10 or more unsuccessful candidates in all three degree categories every year from 1987 to 1991, and experienced an increase in the total number of unsuccessful candidates, from 39 to 69. From the perspective of the two-year colleges, access for their graduates to baccalaureate campuses in SUNY has decreased dramatically since 1987.

The unsuccessful applicants from the colleges of agriculture and technology and the colleges of technology are primarily A.A.S. degree holders, but, in fall 1991, only the unsuccessful applicants from two colleges of origin included fewer than 10 A.A.S. degree holders:

Corning Community College - A.S. degree holders only

Jamestown Community College - A.A. degree holders only.

During the four-year period, from 1987 to 1991, the number of baccalaureate colleges denying 10 or more unsuccessful applicants in any degree category increased from 14 to 19, and the number of denials per college increased from a high of 82 denials at Binghamton in 1987, to a high of 221 denials at Brockport in 1991.

The increase in the number of colleges of choice denying 10 or more unsuccessful applicants during this time period has been greatest (from 4 to 12) for applicants with the AA degree and least (from 12 to 19) for unsuccessful applicants with the AAS degree. The number of colleges of choice denying 10 or more unsuccessful applicants has consistently been smallest for applicants with A.A. degrees (4 to 12) and largest for applicants with the A.A.S. degree (14 to 19).

Some colleges of choice have not ever, or only rarely during this time period, denied 10 or more unsuccessful applicants:

Stony Brook - 1991 only / A.A.S. degree holders only

Potsdam - 1988 / A.A.S. degree holders only
1989 / A.A., A.S., & A.A.S. degree holders

Purchase - never in any degree category

Syracuse HSC - 1991 only / A.A.S. degree holders only

Most colleges of choice deny 10 or more unsuccessful applicants in each degree group, A.A., A.S., and A.A.S. Colleges of choice denying 10 or more unsuccessful applicants in only one or two degree groups are as follows:

<u>A.S. & A.A.S.</u>
Buffalo University
Geneseo
ESF
Institute of Technology at Utica Rome

<u>A.A.S. Only</u>
Stony Brook
Syracuse HSC
College of Technology at Farmingdale

As of fall 1991 the colleges of choice with the largest number of denials vary with degree category:

A.A.		A.S.		A.A.S.	
Oneonta	62	Brockport	92	Buffalo College	99
Cortland	54	Oswego	55	Brockport	90
Oswego	49	Cortland	44	Oswego	84
Buffalo College	44	Buffalo College	43	Oneonta	73

The colleges of choice denying 100 or more unsuccessful degree-holding applicants in the fall of 1991 are as follows:

DEGREE	A.A.	A.S.	A.A.S.	TOTAL	% OF APPS.
Brockport	39	92	90	221	5%
Oswego	49	55	84	188	5%
Buffalo College	44	43	99	186	6%
Oneonta	62	31	73	166	6%
Cortland	54	44	33	131	6%
Buffalo University	8	33	69	110	2.7%
Albany	36	19	51	106	3.3%
Plattsburgh	25	31	47	103	4.4%

The curriculum choices of unsuccessful applicants who hold associate degrees vary somewhat across degree categories as indicated below in a chart indicating the top five choices of curricula for each degree category of any size:

A.A. DEGREE HOLDERS					
CURRICULUM	1987	1988	1989	1990	1991
Business/Business Administration	11	14	17	17	15
Undeclared	9	10	30	24	12
Education:					
Elementary Education	5	34	63	46	72
Elementary & Secondary	5	22	--	15	29
Marketing	8	--	--	--	--
Psychology	--	12	31	--	--
Communications	--	--	17	14	19

CURRICULUM	1987	1988	1989	1990	1991
A.S. DEGREE HOLDERS					
Business/Business Administration	27	58	80	52	57
Accounting	17	17	20	13	25
Management Science	7	--	--	--	--
Marketing	9	10	--	--	--
Physical Therapy	7	--	20	--	28
Psychology	--	--	--	--	22
Engineering: Mechanics	10	--	--	--	--
Education:					
Elementary Education	--	17	41	37	54
Physical Education	--	--	--	14	--
Criminal Justice	--	9	--	--	--
Undeclared	--	--	19	16	--
A.A.S. DEGREE HOLDERS					
Business/Business Administration	51	38	63	64	59
Marketing	15	25	32	26	34
Accounting	12	39	49	--	37
Electrical Technology	21	--	--	--	--
Computer/Information Science	10	--	--	--	--
Education:					
Elementary Education	10	32	49	47	58
Criminal Justice	--	28	--	--	47
Undeclared	--	32	--	25	--
Physical Therapy	--	--	24	23	--

Upon examination of these transfer application and enrollment trends, the complexity of the context in which the current transfer policy has been implemented begins to become evident.

SUMMARY OF JULY 1992 TRANSFER SURVEY

In July 1992, the Office of Access Services sent a survey about transfer students and the transfer process to 21 SUNY baccalaureate campuses. This survey was intended to take the place of multiple surveys sent by transfer counselors at individual two-year schools, providing appropriate data for the two-year campuses and requiring only one survey completion.

This summary represents the combined responses of the 21 baccalaureate campuses listed below to survey questions related to admissions requirements, transfer credit, housing, costs, and financial aid:

University Centers
- Albany
- Binghamton
- Buffalo
- Stony Brook

Health Science Centers
- Brooklyn
- Syracuse

University Colleges
- Brockport
- Buffalo
- Cortland
- Fredonia
- Geneseo
- New Paltz
- Old Westbury
- Oneonta
- Oswego
- Plattsburgh
- Potsdam
- Purchase

Specialized Colleges
- Environmental Science and Forestry
- Maritime

Colleges of Technology
- Fashion Institute of Technology

ADMISSIONS REQUIREMENTS

In response to a request to indicate transfer application deadline dates for fall, spring, and summer semesters, respondents reported dates that vary across campuses. Only one campus (Albany) reported an application deadline for the summer semester (May 1) (see Table 1, pages 73-74, for fall and spring dates). With respect to the fall semester, six campuses (Health Science Center at Syracuse [for Physical Therapy and Extracorporeal Technology], Brockport, Geneseo, Potsdam, Purchase [for Art], and the Fashion Institute of Technology) indicated deadlines consistent with the Transfer Guarantee Program deadline published in the SUNY *Application Guidebook*. Other campuses indicated no deadlines that vary across academic programs, or deadlines later than February 1, the SUNY deadline date for admission under the transfer guarantee program. Spring semester deadlines vary similarly across baccalaureate campuses with only one campus (Brockport) indicating a deadline consistent with the September 15 deadline for the transfer guarantee program published in the *Application Guidebook*.

All but two baccalaureate campuses (Health Science Center at Brooklyn and Environmental Science and Forestry) indicated that they require high school transcripts from transfer students under certain circumstances. The Health Science Center at Syracuse requires such transcripts from all transfers who graduated from high school within the last 15 years while Cortland requires high school transcripts from applicants without an associate degree. Albany and Maritime require high school transcripts from applicants with less than one year of college. Other baccalaureate campuses require high school transcripts from transfer applicants with fewer than 12 college credits (Potsdam), 24 credits (Binghamton, Buffalo University, Stony Brook, Brockport, Geneseo, New Paltz, Old Westbury and the Fashion Institute of Technology), and 30 credits (Buffalo College, Fredonia, Oneonta, Oswego, Plattsburgh, and Purchase).

SAT or ACT scores are required of transfer applicants by eight baccalaureate campuses under the same circumstances in which they require high school transcripts, and by the Health Science Center at Syracuse, if the test had been taken prior to application. Albany requires standardized test scores from transfer applicants with less than one year of college; the university centers at Binghamton and Buffalo as well as Brockport and Geneseo require test scores from transfer applicants with fewer than 24 credits. Fredonia, Oneonta, and Plattsburgh require them from transfer applicants with fewer than 30 credits.

Supplemental applications are required by three baccalaureate campuses (University Center at Buffalo, Health Science Center at Syracuse, and the College of Environmental Science and Forestry), and are recommended by two campuses (Brockport and Cortland). The University Center at Buffalo requires the supplemental application only for applicants to seven programs - architecture, management, occupational therapy, physical therapy, nursing, music, and pharmacy. A personal statement or essay is required of transfer applicants at Cortland, and recommended for applicants to the letters and science programs

at Purchase. Purchase also requires auditions or portfolios and interviews for transfer applicants to their fine arts programs. Buffalo College requires only portfolios of transfer applicants to their fine arts programs, but requires certain courses for transfer applicants to some other majors.

In addition to the supplemental application, the Health Science Center at Syracuse requires all college transcripts and two letters of recommendation. The Health Science Center at Brooklyn requires scores from the allied health exam or Graduate Record Exam for all transfer applicants to their physical therapy program.

The survey questions concerning minimum grade point averages (GPA's) for admission to the campus and minimum GPA's for admission to certain programs were interpreted differently by various respondents. Therefore, the responses are somewhat difficult to interpret. When asked what minimum GPA the campus required, one campus (the University Center at Buffalo) indicated that the minimum requirement varies depending on whether or not students have associate degrees (A.A. or A.S.). Eleven campuses (Albany Binghamton, the Health Science Centers at Brooklyn and Syracuse, Brockport, Fredonia, Geneseo, Oneonta, Oswego, Plattsburgh, and Purchase) indicated that the minimum varies depending on students' program choices. Nine campuses (Stony Brook, Buffalo College, Cortland, New Paltz, Old Westbury, Potsdam, Environmental Science and Forestry, Maritime, and the Fashion Institute of Technology) indicated a single minimum GPA.

The University Center at Buffalo requires a minimum GPA of 2.0 from associate degree holders (A.A. and A.S.) and 2.5 of all other transfer applicants. Of the 11 campuses who indicated that minimum GPA's vary with students' program choices, five campuses gave no minimum figure (Albany, Binghamton, the Health Science Centers at Brooklyn and Syracuse, and Oneonta). One campus (Brockport) indicated a minimum of 2.25, and five campuses (Fredonia, Geneseo, Oswego, Plattsburgh, and Purchase) indicated a minimum of 2.0. Single figure responses from nine campuses range from a 2.0 at five campuses (Buffalo College, Old Westbury, Potsdam, Environmental Science and Forestry and Fashion Institute of Technology), through 2.5 at three campuses (Stony Brook, New Paltz, and Maritime), to 2.7 at Cortland.

Programs requiring minimum GPA's higher than the minimum GPA for admission to the college vary by campus (see Table 2, page 75), but some programs are named frequently across campuses. Those programs, indicated by five or more campuses, include business (including accounting at three of the five), communications, criminal justice, education, and nursing. Two campuses (Geneseo and Oswego) indicated that all programs have minimum GPA's, but it is not clear whether or not the minimum is the same or higher than the overall minimum given earlier in the survey. Two other campuses (Binghamton and the Fashion Institute of Technology) listed no programs as having minimum GPA requirements.

If a transfer applicant's GPA does not meet the minimum required, but the student has shown strong improvement, all but two campuses reported that this is taken into

consideration in the decision-making process. However, the Health Science Center at Syracuse does so in most but not all programs, and Fredonia does not do so if the transfer applicant is not in good academic standing. Buffalo University and Purchase indicated that they do not take such evidence into consideration.

When asked whether or not the incoming GPA is recomputed, 12 campuses indicated they do not recompute, while nine campuses indicated they do. Binghamton, Buffalo University, New Paltz, Plattsburgh, Potsdam, and Purchase routinely recompute transfer applicant GPA's. Albany and Buffalo College recompute transfer applicant GPA's only when all previous grades are not included. Oswego recomputes transfer applicant GPA's only when a grading system including pluses and minuses has been used to compute the original GPA.

Responses to the survey question of how campuses handle a student's GPA, if the transfer applicant has attended more than one college speak to two different processes; the generation of an incoming GPA, and the generation of a decision on the application. Five campus responses (Albany, Stony Brook, Geneseo, Oneonta, and Maritime) address both of these processes, four address only application decision-making (Brockport, Cortland, Fredonia, and Old Westbury), and 11 campuses (Binghamton and Buffalo University, the Health Science Center at Syracuse, Buffalo College, New Paltz, Oswego, Plattsburgh, Potsdam, Purchase, Environmental Science and Forestry, and Fashion Institute of Technology) address only the generation of an incoming GPA. The Health Science Center at Brooklyn indicated that such a situation is a rare occurrence in their experience, and that it would be handled on a case-by-case basis if it occurred. The University Center at Albany indicated that variations in how the transfer applicant GPA is handled is evident across academic programs on their campus.

Comments concerning the decision-making process indicated that the most influence on the admissions decision is exerted by the most recent academic record on five campuses (Stony Brook, Cortland, Fredonia, Geneseo, and Old Westbury), and by the most recent and substantial record on two campuses (Albany and Brockport). Maritime College indicated that the most influential academic record is the one containing the most courses in math and science, and Oneonta reported that all previous course work is equally influential.

With respect to the process of generating an incoming GPA for a transfer applicant who has attended more than one college, four campuses do not recompute GPA's. Environmental Science and Forestry uses only the GPA from the applicant's full-time study, and Oneonta, Fashion Institute of Technology, and Maritime College leave the applicant with multiple GPA's. Twelve campuses do recompute incoming GPA's for transfer applicants who have attended more than one college prior to application, but described the process in various ways. New Paltz reported that it recomputes the GPA, but did not indicate how. Buffalo College indicated that the GPA may be recomputed, particularly if the applicant has chosen a more competitive program, but also does not indicate any method for doing so. The University Center at Buffalo averages all previous college grades

while Geneseo and Purchase average the GPA's. Seven campuses (Albany, Binghamton, Stony Brook, Health Science Center at Syracuse, Oswego, Plattsburgh, and Potsdam) compute a new overall GPA including all past college grades. Although it may be safe to assume that all seven campuses sum credits and quality points and divide the summed quality points by the summed credits to compute the overall GPA, only the responses from Plattsburgh and Potsdam make specific comments about basing such an overall GPA on credits and quality points.

In response to the request to list academic programs not accepting transfer applicants in the spring semester, 15 of the 21 baccalaureate campuses responded. The responses vary from all programs not being available at the Health Science Center at Brooklyn, through variations from year-to-year at two campuses (Binghamton and Environmental Science and Forestry) to no programs not being available at five campuses (Geneseo, New Paltz, Oswego, Plattsburgh, and Potsdam). Two campuses (Old Westbury and Oneonta) indicated that the request to list academic programs not accepting transfer applicants in the spring semester was not applicable to their situation. Whether this should be interpreted as indicating no spring semester admission for any program or no programs not available to transfer students is unclear.

Five campuses indicated specific programs as not available in the spring semester as described below. The number of programs per campus ranges from one to eight, with three campuses indicating one program (Albany, Health Science Center at Syracuse, and Brockport), one campus (Purchase) reporting five programs, and the University Center at Buffalo reporting eight programs. The programs unavailable in the spring semester by campus are as follows:

University Centers

Albany	-	Social Welfare
Buffalo	-	Art
	-	Occupational Therapy
	-	Physical Therapy
	-	Accounting
	-	Pharmacy
	-	Medical Technology
	-	Nuclear Med Tech
	-	Exercise Science

Health Science Center

Syracuse	-	Nursing

University Colleges

Brockport	-	Social Work
Purchase	-	Acting
	-	Filmmaking
	-	Stage Design and Tech.
	-	Visual Arts
	-	Psychology

Ten of the 21 baccalaureate campuses responded to a request to list academic programs not available at all to transfer applicants. It is unclear whether the lack of responses from the other 11 campuses should be interpreted as meaning that there are no programs on their campuses that are not available to transfer applicants. Of the ten responding campuses, six (the Health Science Center at Brooklyn, Geneseo, New Paltz, Potsdam, Purchase and Environmental Science and Forestry) indicated that there are no programs on their campuses not available to transfer students. Old Westbury indicated that the request was not applicable to their campus, and three campuses (Fredonia, Oswego, and Plattsburgh) indicated specific programs not available to transfer applicants as shown below:

Fredonia	-	Cooperative programs in Education and Special Education
Oswego	-	All 2 + 2 programs
Plattsburgh	-	3 + 4 program in Optometry

TRANSFER CREDIT

When asked who at their campuses should be contacted for information on transfer credits, 17 of the baccalaureate campuses indicated one or more persons per campus by name, and four campuses indicated the Admissions Office. Responses to the question concerning the maximum number of credits accepted in transfer fall into four general categories with one campus (Stony Brook) indicating that such a question was not applicable for their campus. Other campuses gave either a single maximum number, differentiated between maximums for two- and four-year colleges, indicated that there was no maximum, or indicated that the maximum varies across academic programs on their campuses.

Single number maximums from seven campuses range from a high of 90 credits at New Paltz and Purchase to a low of 60 credits at the Health Science Center at Brooklyn and the Fashion Institute of Technology. Maximums of 66, 72, and 75 credits were reported at Oneonta, Old Westbury, and Fredonia respectively. Variations across academic programs were indicated at three campuses (Binghamton, the Health Science Center at Syracuse, and Environmental Science and Forestry) with Binghamton reporting variations across academic

programs with a maximum of 96 credits, and HSC Syracuse indicating a 24 credit-hour residency requirement for all programs.

No maximum on the number of credits that may be transferred was reported by two campuses (the University Center at Buffalo and Maritime), but Maritime indicated a one-year campus residency requirement for all students. Eight campuses (Albany, Brockport, Buffalo College, Cortland, Geneseo, Oswego, Plattsburgh, and Potsdam) reported separate maximums for credits from two- and four-year colleges, with Albany reporting only a maximum of 64 for credits from two-year colleges. With respect to maximums for credits from two-year colleges, the other seven campuses reported numbers of credits which ranged from a low of 60 at Geneseo to a high of 72 at Plattsburgh. The other five campuses reported maximums for credit from two-year colleges of 62 (Oswego), 64 (Brockport, Buffalo, and Cortland), and 70 (Potsdam). Maximums for credits transferrable from four-year colleges ranged from a low of 79-83 at Cortland to a high of 96 at Brockport. Plattsburgh reported a maximum of 89, Geneseo and Potsdam a maximum of 90, Buffalo College a maximum of 91, and Oswego a maximum of 92.

In response to the question of whether or not "D" grades are transferrable most campuses reported a qualified "yes," two campuses (Stony Brook and Buffalo College) indicated an unqualified "yes," and three campuses (Binghamton, the Health Science Center at Syracuse, and Maritime) indicated "no." Four of the remaining 16 campuses (Cortland, Old Westbury, Oneonta, and the Fashion Institute of Technology) indicated that a grade of "D" transfers only if it is part of an A.A. or A.S. degree. Oneonta and Old Westbury qualify the situation further by indicating respectively that the A.A. or A.S. must be from a SUNY campus or that the "D" is one of four or less in courses not required for the major. Five other campuses (University Center at Buffalo, Brockport, Oswego, Potsdam, and Purchase) also indicated that a grade of "D" transfers, if it is in a course outside the major requirements. Buffalo indicated only three majors (music, nursing, and occupational therapy), in which this limitation holds true.

Other qualifications put on the transfer of grades of "D" include balancing off the "D's" with "Bs" at Albany; applying to one of the few programs where "D's" are acceptable at the Health Science Center at Brooklyn; completing the course in which a "D" was received prior to September 1, 1992, at Environmental Science and Forestry; and attaining an overall GPA above 2.00 for all prior coursework at New Paltz. Fredonia indicated that academic departments may request students to repeat certain courses in which they received grades of "D", and Plattsburgh indicated that the "D" may not be in English composition, may not bring the GPA in the major below 2.0, and must be in a course in which an academic department does not require a grade higher than "D." Albany also reported that the current policy is under review and may change.

When asked about the timing of the availability of transfer credit evaluations, only one campus (Binghamton) reported that students cannot find out which courses transfer before paying deposits. Other campuses indicated that this was possible, although five campuses

reported some qualifications to their statements. The University Center at Buffalo indicated that they recommend that students make appointments with departments to receive confirmation of credit transfer. The Health Science Center at Syracuse, Buffalo College and Old Westbury reported that such evaluations are unofficial. Buffalo College and Oneonta indicated that such evaluations can be completed for only selected students. Oneonta also indicated that they expect by fall 1992 to be able to provide such information to all students transferring from feeder schools within two-weeks of their deposits being paid. With respect to obtaining credit evaluations prior to application, four campuses (the University Centers at Binghamton and Buffalo, Fashion Institute of Technology, and Maritime College) reported that this is not possible on their campuses. All others indicated that such timing of credit evaluations is possible, although Cortland and Oneonta qualified their statements by indicating respectively that evaluation availability is dependent on the timing of the request, and that evaluations can be obtained by some students from feeder schools but not all transfer applicants.

Acceptable sources of transfer credit in addition to courses were identified in survey responses which, once again, varies across campuses. Credit by examination at a community college was identified by 14 campuses (the University Centers at Albany, Binghamton, and Buffalo; the Health Science Centers at Brooklyn and Syracuse; Brockport, Fredonia, New Paltz, Old Westbury, Plattsburgh, Potsdam, Environmental Science and Forestry, Maritime, and Fashion Institute of Technology) as acceptable for transfer with the Health Science Center at Brooklyn stipulating that the examinations must test other than remedial work. Six campuses (Stony Brook, Buffalo College, Cortland, Geneseo, Oswego, and Purchase) indicated that such examinations are not acceptable sources of transfer credit. Oneonta did not respond to this question.

With respect to armed forces credit, all but three of the campuses (Albany, Environmental Science and Forestry, and Fashion Institute of Technology) reported that such credit is transferrable. The University Center at Buffalo indicated that some restrictions apply to the transfer of such credit, and the Health Science Center at Brooklyn reported that decisions about whether or not to grant transfer credit are made on a case-by-case basis. All 21 baccalaureate campuses indicated that they grant credit for CLEP exams, although the University Center at Buffalo reported that some restrictions apply. The Health Science Center at Brooklyn indicated that some academic programs on their campus do not grant such credit, and Cortland reported that they grant credit only for the subject examinations.

HOUSING

Five of the baccalaureate campuses (the University Center at Buffalo, Health Science Center at Syracuse, Brockport, Plattsburgh, and Environmental Science and Forestry) reported having deadlines for housing applications. The University Center at Buffalo and Plattsburgh each indicated deadlines for fall and spring semesters. The deadlines at Buffalo are May 1 for fall, and December 1 for spring. The deadlines at Plattsburgh are June 15

for fall, and December 15 for spring. Brockport reported a deadline that is the same as the tuition deposit deadline, while the Health Science Center at Syracuse indicated only a deadline for fall (July 1). The College of Environmental Science and Forestry reported a deadline date of 30 days after acceptance. Four of the 15 campuses indicating no deadline (Albany, Old Westbury, Oneonta, and Purchase) reported that priority in housing is given to early applicants.

All campuses indicated that on-campus housing is available for transfer students, and all campuses except one (Fashion Institute of Technology) reported that all transfer students are accommodated. Six campuses qualified their affirmative responses (University Centers at Binghamton and Buffalo, Brockport, Fredonia, Old Westbury, and Environmental Science and Forestry) with Fredonia indicating that they have no on-campus housing available for married couples or families, and the other five indicating that the earlier transfer students apply for on-campus housing, the more assured they are of being accommodated.

Five campuses (Geneseo, New Paltz, Old Westbury, Potsdam and Maritime College) reported that they do not assist transfer students in finding off-campus housing. All others indicated they do assist students and all but one campus (Cortland) gave the names of people or organizations who carry out this function on campuses.

COSTS

The information gathered in this section of the survey is not comparable across campuses due to the variations in interpretation of time frames (yearly costs as opposed to costs by semester), cost breakdowns (tuition and fees), and commuter residency status (in-state or out-of-state).

FINANCIAL AID INFORMATION

All campuses indicated the name of a contact person for financial aid. All but two campuses (Health Science Center at Syracuse and Environmental Science and Forestry) reported that the FAF is the appropriate form to be filed when transfer students seek aid. The Health Science Center at Syracuse accepts the FAF, but they prefer the FFS and Environmental Science and Forestry requires the FFS. Five campuses (Brockport, Old Westbury, Oneonta, Purchase and Maritime) indicated they require other materials in addition to the FAF. Given the way the survey question is worded, it is not clear whether other campuses also require additional materials and simply chose to interpret the question narrowly, therefore limiting their response to naming the form required, or whether they do not require additional materials. Brockport, Purchase, and Maritime each requires the completion of their own form in addition to the FAF, and Old Westbury requires the New York state form in addition to the FAF. Also, Brockport requires a financial aid transcript from each previous college attended as does Oneonta.

Deadlines for filing financial aid forms vary across campuses. One campus (Fashion Institute of Technology) did not respond to this question, and another campus (Health Science Center at Brooklyn) indicated that deadlines vary across academic programs. Two campuses (New Paltz and Maritime) reported that there are no deadlines on their campuses, and two other campuses (Albany and Stony Brook) indicated 15 day deadlines after the receipt of an application for admission and after admission, respectively.

Fifteen other campuses gave specific dates with four campuses (University Center at Buffalo, Health Science Center at Syracuse, Geneseo and Old Westbury) indicating deadlines for the fall semester, eight campuses (Binghamton, Brockport, Cortland, Fredonia, Oneonta, Oswego, Potsdam, and Environmental Science and Forestry) reporting deadlines for the fall and spring semesters, and three campuses (Buffalo College, Plattsburgh, and Purchase) indicating deadlines for the fall, spring, and summer semesters (see Table 3, page 78 for these dates).

When asked if the campus offers scholarships for transfer students, eight campuses (Health Science Center at Brooklyn, Buffalo College, Cortland, Geneseo, Old Westbury, New Paltz, Oneonta, and Oswego) replied "no." Two campuses (Environmental Science and Forestry and Maritime) replied "yes," and ten campuses (Albany, Binghamton, Buffalo University, Stony Brook, Health Science Center at Syracuse, Brockport, Fredonia, Plattsburgh, Potsdam, and Purchase) replied "yes" and described the scholarships available (see Table 4, page 79 for descriptions).

SUGGESTIONS FOR REVISIONS TO SURVEY QUESTIONNAIRE

To increase the value of data concerning academic programs to which access is limited, the questions concerning minimum GPA requirements should be revised and some questions concerning the existence of limited enrollment or "capped" programs should be developed. Increased clarity concerning the availability of academic programs to transfer students might be achieved by beginning each inquiry with a "yes" or "no" question such as "Are there any programs on your campus which do not accept transfers in the spring semester?" and then following with a statement such as "If yes, please list programs."

The section on costs should be eliminated or revised to elicit comparable data. Definitions of terms may be necessary in some instances to produce such data.

TABLE 1
APPLICATION DEADLINE DATES

Key:		
rec.	=	Recommended
aprx.	=	Approximately
PT	=	Physical Therapy
ECT	=	Extracorporeal Technology

FALL SEMESTER

1/15	2/1	2/15	3/1	3/15	4/1	4/15	5/1	7/10	8/15

University Centers:

Albany								Aprx.	
Binghamton	deadlines vary by academic program								
Buffalo								+	
Stony Brook									+

Health Science Centers:

Brooklyn	deadlines vary by academic program								
Syracuse								+ PT & ECT only, others rolling	

Colleges of Arts and Science:

Brockport			+ rec.						
Buffalo	no specific deadlines - rolling								
Cortland							+		
Fredonia					+				
Geneseo	+								
New Paltz	no specific deadlines - rolling								
Old Westbury	no specific deadlines - rolling								
Oneonta								+	
Oswego			+						
Plattsburgh				+					
Potsdam	recommend following dates published in *Application Guidebook*								
Purchase	- letters & science - no deadlines - rolling								
	+ Arts only								

Specialized College:

Environmental Science and Forestry								+	
Maritime									+

Colleges of Technology:

Fashion Institute		+							

SPRING SEMESTER

9/1	10/1	10/15	11/1	11/15	12/1	12/15	12/31

University Centers:

Albany						aprx.	
Binghamton	deadlines vary by academic program						
Buffalo						+	
Stony Brook							+

Health Science Centers:

Brooklyn	deadlines vary by academic program						
Syracuse	most programs rolling					Nrsg	

Colleges of Arts and Science:

Brockport		+					
Buffalo	no specific deadlines - rolling acceptances						
Cortland					+		
Fredonia				+			
Geneseo		+					
New Paltz	no specific deadlines - rolling acceptances						
Old Westbury	no specific deadlines - rolling acceptances						
Oneonta					+ rec.		
Oswego				+			
Plattsburgh					+		
Potsdam	recommend following dates published in the *Application Guidebook*						
Purchase	Letters and Science - no deadlines - rolling						
	+ arts only						

Specialized Colleges:

Environmental Science and Forestry						+	
Maritime							+

Colleges of Technology:

Fashion Institute					+		

TABLE 2

ACADEMIC PROGRAMS WITH GPA REQUIREMENTS HIGHER THAN MINIMUM

University Centers:

Albany	Accounting
	Business Administration
	Computer Science
	Criminal Justice
	Psychology
	Social Welfare
	Teacher Education
Buffalo	Architecture
	Art
	Biochemistry
	Communication
	Computer Science
	Engineering
	Exercise Science
	Geography
	Management
	Mathematics
	Media Studies
	Medical Technology
	Nuclear Medical Technology
	Nursing
	Occupational Therapy
	Pharmacy
	Physical Therapy
	Political Science
	Psychology
Stony Brook	Business Management

Health Science Centers:

Brooklyn	Nursing
	Physician's Assistant
Syracuse	Extracorporeal Technology
	Physical Therapy

Colleges of Arts and Science: **TABLE 2 cont.**

Brockport	Criminal Justice Education Nursing Physical Education Social Work
Buffalo	Business Communication Criminal Justice Dietetics Education - Elementary Secondary Social Studies Special General Studies Social Work Speech and Language Pathology and Audiology
Cortland	Elementary Education Speech and Hearing Handicapped Evaluation Speech and Hearing Science
Fredonia	Accounting Business Communication Elementary Education
Geneseo	All Programs
New Paltz	Business Communication Education Engineering Fine Arts Nursing Psychology
Old Westbury	Business Teacher Education
Oneonta	Education
Oswego	All Programs

TABLE 2 cont.

Plattsburgh	Accounting
	Business
	Criminal Justice
	Education
	Hotel and Restaurant Management
	Nursing
Potsdam	Teacher Education
Purchase	Psychology

Specialized Colleges:

Environmental Science and Forestry	
	Forest Engineering and Paper Science Engineering
Maritime	Engineering
	Marine Transportation
	Meteorology/Oceanography
	Naval Architecture

TABLE 3

DEADLINE DATES FOR FILING FINANCIAL AID FORMS

	Fall	Spring	Summer
University Centers:			
Binghamton	2/15		11/15
Buffalo		3/15	
Health Science Centers:			
Syracuse		4/1	
Colleges of Arts and Science:			
Brockport		3/1	10/15 rec.
Buffalo	3/1	11/15	5/1
Cortland	5/1	12/15	
Fredonia	3/1	10/1	
Geneseo	2/15		
Old Westbury	4/26		
Oneonta	3/15	11/15	
Oswego	3/15	11/15	
Plattsburgh	4/15	rolling	rolling
Potsdam	3/1	11/15 rec.	
Purchase	2/15	11/15	5/1
Specialized Colleges:			
Envir, Sci. & Forestry	3/15	12/1	

TABLE 4

SCHOLARSHIPS AVAILABLE FOR TRANSFER STUDENTS

University Centers:

Albany	3 Presidential Scholarships $1,000 per year applicants invited to apply based on academic achievement.
Binghamton	dependent on demonstrated need.
Buffalo	10 Honors Scholarships $1,000 per year for 2 years GPA of 3.8 - 4.0 on 30+ credits.
Stony Brook	Honors College Program $1,000 non-refundable.

Health Science Centers:

Syracuse	10-25 need-based scholarships $500 - $2,000 per year.

Colleges of Arts and Science:

Brockport	8-10 scholarships totalling $4,500 per year; criteria vary - usually require full-time attendance and GPA of 3.3+.
Fredonia	A.A./A.S. degree with 3.7+ GPA.
Plattsburgh	10 Presidential Scholarships $1,000 per year based on academic performance.
	20 Foundation Scholarships $500 per year based on academics and need.
Potsdam	3 Reutershorn Scholarships $500 based on academic performance.
Purchase	$250 - $5,000 some need based, some academic performance based, some both.

SUMMARY OF PRESIDENTIAL NARRATIVES

ENROLLMENT PLANNING UPDATE - FALL 1990 CYCLE

As part of the fall 1990 enrollment planning cycle, the presidents of both state-operated institutions and community colleges were asked to respond to several "central questions." Among these were questions related to recently issued directives concerning access to SUNY for transfer students, and the university policy on transfer and articulation.

Presidents of state-operated campuses were asked, "Have recent increases in transfer enrollments been successful in increasing access to graduates from SUNY two-year colleges?" They were also told that, "It is vital that your narrative provide an estimate of the number of transfer places you are planning in 1991-92 through 1995-96 for A.A. and A.S. graduates from SUNY and CUNY" (p.3). Presidents of community colleges were asked, "Have the increased goals for transfer enrollments at the four-year institutions had beneficial impact on your ability to place A.A. and A.S. graduates in four-year institutions?", and were told that it was "vital that your narrative provide an estimate of the number of graduates you anticipate in 1991-92 and beyond with an A.A. or A.S. degree" (p.3). The summary which follows is based on the responses to these questions contained in the Presidential Narratives.

Perceived Effect of Increased Transfer Enrollment Goals

From the perspectives of the presidents of the four university centers and eight of the nine responding university colleges, access had increased to each of their four-year institutions for graduates of SUNY two-year colleges. Specific data were cited as evidence in the documents of one university center and five university colleges; and two university centers and eight university colleges described specific enrollment and articulation initiatives being implemented to increase transfer enrollments. Oswego, the Health Science Centers at Brooklyn and Syracuse, Environmental Science and Forestry, Maritime, Optometry, and Ceramics, and the Statutory Colleges at Cornell described no increase in access for SUNY two-year graduates at their institutions, but four specialized colleges and two statutory colleges described enrollment and articulation initiatives being implemented to increase transfer enrollments.

The specific data cited as evidence of increased access varied across campuses and are supported by SUNY-wide data on the deposit paying and enrollment behavior of SUNY two-year campus graduates. The SUNY-wide data indicate that from 1986 to 1990 deposits from SUNY two-year college graduates (A.A., A.S., A.A.S., and A.O.S.) increased 786 or 12.3 percent from 6,410 to 7,196. Enrollments for this same group increased 870 (18.2 percent) from 4,770 to 5,640. (Sources: APC Summary of Transfer Choices 1/11/93 and OIR Trends in Transfers 7/29/92.)

However, given the fact that during the same time period (1986 to 1990) applications from SUNY two-year campus graduates increased 6,529 or (33.4 percent) from 19,551 to

26,080, and denials of these applications increased 2,949 (125 percent) from 2,357 to 5,306 (Source: APC Summary of Transfer Choices 1/11/93), the view from the colleges of technology and community colleges was not so clearly one of increased access at SUNY four-year campuses. Only two technical colleges and five community colleges indicated beneficial impact from increased goals for transfer enrollments at four-year SUNY institutions.

Alfred related that, "several four-year colleges have responded, and that there appears to be a trend for more flexibility and greater accommodation" while the affirmative response from Morrisville was more futuristic and anticipatory. It said, "the openness of transfer should be extremely beneficial for our graduates." Broome and Dutchess replied affirmatively and cited specific instances of improvement, including increased numbers and ease of establishment of articulation agreements, "improved flow of students to four-year institutions," the availability of more transfer scholarships, the establishments of "housing and registration priorities" for transfers, and improved collaboration of staff at two- and four-year campuses to "facilitate smooth transitions and ensure maximum course acceptance." Jamestown indicated "modest improvement" within the last year. Tompkins-Cortland responded simply, "the increased goals have had a beneficial effect on the A.A. and A.S. graduates of our college," and Westchester indicated a belief that the campus had experienced positive impact, although data to support that perspective was not yet available.

One technical college and six community colleges responded with clearly negative perspectives. FIT replied that they had experienced no impact since FIT graduates only A.A.S. degree holders "who are excluded from the directives." Cayuga and Clinton community colleges described "minimal" and "little" impact respectively, while Herkimer, Nassau, and Ulster related no impact, and Corning reported that "transfer student frustration has increased in competing for fewer spaces." Cayuga applauded the efforts represented by the policy reaffirmation by the Board of Trustees, but indicated that "students are still having trouble in several areas" including "transferring into programs of choice," "obtaining reasonable schedules," "being perceived as 'full' members of the campus," and "receiving sufficient support from the receiving institution." Herkimer reinforced the difficulty students experience in transferring into the program of their choice, and described problems encountered by A.A.S. degree recipients whom they noted are "the largest degree group" from the Herkimer campus. Nassau noted difficulties "with particular regional institutions" while Ulster related knowledge of some continuing "bright spots," but reiterated that "it is still easier for students to move to the private sector with more transferable credit than it is to move within SUNY."

Hudson Valley, Jefferson, and Schenectady described mixed, positive and negative perspectives. Hudson Valley anticipated "increased access to SUNY Albany and the Institute of Technology for older place-bound students," but indicated that problems remain related to the "evaluation of credit earned via methods other than classroom experiences" -- credit which is being accommodated by "private colleges in the area." Jefferson noted that "some SUNY colleges are offering more transfer opportunities and some are not" giving

Brockport and Oswego as examples of increase and no increase situations respectively. Schenectady noted that "more students were attending A.A. and A.S. programs," but that "substantial numbers" of students are transferring to "independent institutions."

No direct response was provided by the remaining four colleges of technology and nine of the community colleges. Canton did not submit a Presidential Narrative, Farmingdale did not address the transfer issue in their narrative (a response which may have been encouraged by the language labeling the question as being addressed to "community colleges" as opposed to "state-operated institutions"), and Cobleskill and Delhi took the opportunity to express their concerns about "focusing enrollment planning" on A.A. and A.S. graduates. Neither of these technical colleges graduate large numbers of A.A. and A.S. degree holders -- 17 percent of the total graduates at Cobleskill and approximately 50 students per year at Delhi. Of the nine remaining community colleges, Onondaga did not submit a narrative; Columbia-Greene, Erie, Fulton-Montgomery, Mohawk Valley, Niagara, and Orange did not address the question in their narratives; and North Country and Sullivan took the opportunity to describe their current situations without relating the descriptions to the question posed.

Responses Monroe, Suffolk, and Finger Lakes indicated respectively that "it is too early to tell;" "the impact has yet to be assessed;" and that there had been no beneficial impact yet, but that the belief was that there would be in the future. Rockland noted that whether or not increased goals had beneficial impact was "difficult to assess," since many students from Rockland transfer, "prior to degree completion" and Genesee indicated that the impact was "difficult to quantify," but that more graduates from Genesee "would enroll if guaranteed admission to local four-year institutions."

Academic program areas were noted by one university center, two university colleges, one technical college, and one community college as being of particular concern. Cobleskill reported an increasing number of business administration graduates wishing to transfer, and Broome noted that admission for fall 1991 to elementary education curricula within SUNY had been closed statewide as of early March 1991. Binghamton indicated that the "phased transfer of bachelor of technology programs to Alfred" would decrease future transfer opportunities on the Binghamton campus. Brockport and Buffalo College described transfer enrollment limitations in several programs including criminal justice and education at both campuses, and physical education and social work at Brockport.

Enrollment and Articulation Initiatives

Enrollment and articulation initiatives mentioned in the Presidential Narratives varied across campuses and included focusing additional recruitment activities on SUNY two-year campuses (Fredonia), the initiation of mid-year admissions (Maritime), and priority in admissions being given to particular groups of transfers, (associate degree holders and junior-level transfers at Brockport, and applicants with A.A. and A.S. degrees at Oswego). Other enrollment initiatives included registration priorities given to transfer students

(Plattsburgh), and special scholarships for transfers (merit scholarships for honors students at Stony Brook and a variety of scholarships at Plattsburgh).

Articulation initiatives mentioned included cooperative degree programs (Geneseo), articulation agreements that guarantee admission (New Paltz and Plattsburgh), and articulation agreements (ten institutions as follows). Maritime indicated that articulation agreements were being developed, Buffalo College noted that the number of articulation agreements were being increased, and eight other campuses (Buffalo University, Fredonia, Oneonta, Plattsburgh, ESF, Optometry, Ceramics, and Cornell Agriculture and Life Sciences) described their campuses as "maintaining" articulation agreements with a variety of SUNY two-year campuses. The number of two-year campuses involved in such articulation agreements ranged from five at Fredonia and New Paltz to forty-two at ESF, representing obviously different approaches to program articulation.

Other initiatives mentioned in the Presidential Narratives included activities with potential impact on both the enrollment of transfer students and the articulation of academic programs. Stony Brook reported the establishment of a transfer office and Plattsburgh noted the activities of the FIPSE funded transfer project including the establishment of a transfer student club and the development of transfer guides which address program articulation agreements and course equivalencies between Plattsburgh and the two-year colleges from which the majority of transfer students are sent. Buffalo College described an examination of academic policies which "mitigate against" the smooth transition of transfer students, Cornell's College of Human Ecology described the staff as working "closely with SUNY two-year colleges."

Estimates of Transfer Places for A.A. and A.S. Graduates

Two university centers and four university colleges indicated spaces set aside for A.A. and A.S. graduates from SUNY and CUNY:

Institution	91-92	92-93	93-94	94-95	95-96
Albany	600	600	650	650	650
Stony Brook	943	943	956	977	1,020
Brockport	One-third of all new transfers				
Cortland	205	—	32 percent of all new transfers	—	205
Fredonia	281	—	75 percent of all new transfers	—	281
Oneonta	+50 each year from present				

Binghamton and Buffalo did not addresses the reservation of spaces for A.A. and A.S. SUNY and CUNY graduates as part of their enrollment planning, and Buffalo University

indicated that associate degree holders constitute only 5 percent of total transfers at that institution - approximately 125 full-time students in fall 1990. Buffalo University also requested a decrease of 700 in the goal for new transfer students in fall 1991, but indicated such a reduction would not affect applicants with A.A. or A.S. degrees. Binghamton described their continued commitment to maintaining access for SUNY and CUNY graduates.

The remaining university colleges (with the exception of Oswego, Potsdam and Purchase) addressed the issue of transfer enrollment, and only New Paltz indicated that "it is not their plan to reserve spaces," but that A.A. and A.S. graduates from SUNY and CUNY are viewed as a "priority population." Buffalo College indicated the intention to "at least maintain the current number of transfer places for A.A. and A.S. graduates from SUNY and CUNY," but noted that Buffalo is not "able to meet the demand of transfer students in selected programs...." Geneseo described spaces for A.A. and A.S. graduates from SUNY and CUNY becoming increasingly occupied by "students from cooperative degree programs with regional community colleges" which are "especially helpful in serving place-bound students." Plattsburgh indicated that spaces are reserved for "applicants from two-year SUNY and CUNY institutions (within a particular time period)...." Potsdam and Purchase did not address the transfer enrollment questions.

The Health Science Centers at Brooklyn and Syracuse, Environmental Science and Forestry, Maritime, Optometry, the College of Ceramics and the statutory colleges at Cornell described no increase in access for SUNY two-year graduates. If they mentioned spaces available for transfers, it was to indicate total new transfer goals or spaces available for SUNY or SUNY and CUNY graduates with no reference to what associate degree the graduate might hold.

Estimates of Anticipated Graduates

Five of the seven appropriate technical colleges and fourteen of twenty-nine community colleges provided estimates of the number of graduates they anticipated in 1991-1992 and beyond with an A.A. or A.S. degree. The estimates given varied in form, specificity, and time span. Some responses included numbers only with no degree indicated (Alfred, Broome, Finger Lakes, Monroe, and Niagara), a response which left the reader with some doubt concerning what the numbers given represented. Other estimates were more specific and indicated both numbers and degrees, although some responses separated A.A. and A.S. degree holders and others did not (combined A.A. and A.S. numbers -- Delhi, Columbia-Greene, Genesee, Rockland, Sullivan, and Ulster; separated A.A. and A.S. numbers -- Morrisville, Adirondack, Clinton, Dutchess, Herkimer, and North Country). Cobleskill's response was given in percentage rate of transfer for A.A./A.S. graduates, but no total A.A./A.S. graduate number was included. FIT reported approximately 1,315 degree recipients per year, all of whom would hold the A.A.S. degree.

Of the nineteen estimates of anticipated graduates, three (Alfred, Monroe, and Rockland) were for 1991-1992 only, one (Dutchess) was for 1991-1992 and 1992-1993, two (Genesee and Niagara) were for 1991-1992 through 1993-1994, and three (Adirondack, Broome, and Clinton) were for 1991-1992 through 1994-1995. Four estimates (Morrisville, FIT, Finger Lakes, and Herkimer) were for 1991-1992 through 1995-1996, and the remaining six (Cobleskill, Delhi, Columbia-Greene, Sullivan, Ulster, and North Country) were for 1991-1992 and beyond for some indeterminate or non-specific period of time. No estimate included indications of academic discipline or major.

Given the nature of these estimates, and the enrollment planning process, and the importance of academic program choice in the success of transfer student transitions, these estimates seem limited in their usefulness to the university system-wide planning process.

SUMMARY OF COMMUNITY COLLEGE PRESIDENT'S NARRATIVES

ENROLLMENT PLANNING UPDATE -- FALL 1993 CYCLE

As part of the fall 1993 enrollment planning cycle, the presidents of community colleges were asked two questions pertaining to resource considerations and one question related to transfer students. They were asked to "analyze your institution's service to students enrolling in transfer programs, i.e., A.A. and A.S. programs." Specifically, they were encouraged to "speak to the issues of graduation rates, time to completion of degree, transfer rates subsequent to graduation, transfer to SUNY vs. non-SUNY, and any specific problems encountered in placing graduates into a SUNY four-year school when SUNY was the student's first choice."

At the time the summary of responses was completed (more than two months after the deadline for submission of updates), responses had been received from 17 of 29 community college campuses with the Herkimer campus choosing to address the transfer student question only in general terms, describing an increase in transfer student enrollment combined with a decrease in resources resulting in "insufficient staffing." No responses had been received from the following 12 campuses: Corning, Dutchess, Erie, Fulton-Montgomery, Nassau, North Country, Onondaga, Orange, Suffolk, Tompkins-Cortland, Ulster, and Westchester.

Description of Services

Eight of the sixteen responding community colleges chose to describe services available to students enrolled in transfer programs. The most frequently described services included academic programs, academic advisement, transfer counseling or planning, career/transfer libraries or resource centers, and on-campus recruitment activities. No description of services were provided by Cayuga, Columbia-Greene, Finger Lakes, Herkimer, Mohawk Valley, Monroe, Schenectady, or Sullivan.

Hudson Valley, Jamestown, Jefferson, and Niagara mentioned academic programs, indicating five such programs at Hudson Valley (business administration, engineering science, liberal arts - humanities and social sciences, liberal arts - math and science, and individual studies), six at Jamestown (A.A. programs in humanities and social sciences and A.S. programs in math and science, engineering science, computer science, and business administration), eight at Niagara (with no description of degree given), and an undetermined number at Jefferson. Academic advising was noted by Broome (especially involving the arts and science faculty creating workload difficulties), Clinton, Hudson Valley, and Rockland.

Adirondack, Clinton, Hudson Valley, Jefferson and Rockland mentioned transfer counseling. Adirondack indicated that both faculty and counselors undertake this activity, and Clinton and Rockland reported major responsibility for such activity resting with the Office of Career Planning and Placement and the Office of Transfer Planning, respectively.

On-campus recruitment activities were noted by Clinton, Adirondack, and Rockland, with the latter two campuses specifically noting transfer days and college nights held on the campus.

Career/transfer libraries or resource centers were described by Adirondack, Clinton, and Rockland. Resources available in such locations included publications (Adirondack, Clinton, and Rockland), college selection computer software (Adirondack and Clinton), and workshops (Rockland).

In addition to these services mentioned at multiple campuses, Adirondack reported that students enrolled in transfer programs also participate in the freshman individualized placement program. Rockland also noted that students enrolled in transfer programs are given the opportunity to identify themselves on the applications, discuss transfer issues at orientation and registration, and receive individualized assistance with the transfer admissions process. This narrative also mentioned that the staff from the office of transfer planning meets monthly with an admissions counselor from New Paltz, their major receiving institution.

Graduation Rates

Four of the responding sixteen community colleges provided graduation rates with two reporting rates for A.A. and A.S. degree recipients separately, and two reporting a combined rate for A.A. and A.S. degree recipients. This variation in definition of graduation rate and the variety of time frames described makes comparison across campuses inappropriate. Cayuga reported that "the most recent figures" showed A.A. degree recipients graduating at a rate of 20 percent after four semesters and 40 percent after five semesters; similar rates for A.S. degree recipients indicated 18 percent graduating after four semesters and 35 percent after five semesters. Jamestown described the graduation rate as of fall 1992 as 22 percent for A.A. degree recipients and 24 percent for A.S. degree recipients.

The combined graduation rates provided by Genesee and Niagara also varied in regard to time frames. Genesee indicated that students enrolled in A.A. and A.S. programs represented one-third of the total enrollment, and that the rate of graduation for first-time, full-time students enrolled in these programs was as follows: 20-30 percent after two years, 29-39 percent after three years, and 31-41 percent after four years. Niagara described the fall 1992 graduation rate for first-time, full-time students entering in fall 1989 as 33 percent.

Mohawk Valley indicated they had "no data to add to existing data provided by SUNY," while Clinton and Finger Lakes reported that they had no specific figures to share at the present time, but were developing tracking systems that would allow them to do so in the future. Broome, Schenectady, and Sullivan indicated that graduation rates at their campuses had not changed significantly but did not give rates. The remaining six campuses, Adirondack, Columbia-Greene, Hudson Valley, Jefferson, Monroe, and Rockland made no mention of graduation rates in their responses.

Time to Completion of Degree

Five of the sixteen responding community colleges described the time it takes students enrolled in A.A. and A.S. programs to complete their degrees. Their responses once again varied making comparisons across campuses inappropriate. Cayuga described 20 percent of A.A., and 18 percent of A.S. degree recipients completing their degrees in four semesters, and 40 percent of A.A. and 35 percent of A.S. degree recipients completing degrees in five semesters. Jamestown reported that 75 percent of A.A. and A.S. degree recipients complete in three years or less, 82 percent in four years, and 96 percent of A.A. and 100 percent of A.S. degree recipients complete in five plus years.

Genesee and Monroe indicated that A.A. and A.S. degree recipients represent 33 percent and 59 percent of all graduates respectively. At Monroe, more than 50 percent of these graduates take more than two years to earn their degrees while at Genesee 20 percent to 30 percent complete in two years, 29 percent to 39 percent complete in three years, and 31 percent to 42 percent complete in four years. Niagara reported that 41.6 percent of A.A. and A.S. degree recipients complete their degrees in two years, while 58.4 percent took three years. Genesee indicated that "realistic goals for this population could be established state-wide and institutionally and cooperative degree programs expanded if needed, increasing the 'thru-put' of community college arts and science students into baccalaureate and professional programs if this is a high priority system-wide."

Schenectady and Sullivan reported no changes evident at their campuses in the time to completion of degree for A.A. and A.S. degree recipients but gave no time. Clinton and Finger Lakes, once again, indicated no statistics available at the present time but that tracking systems were being developed. Mohawk Valley reported "no data to add to existing data from SUNY," and Adirondack reflected a different interpretation of time to degree completion by indicating that "most students graduate on time when they transfer to parallel programs."

Cayuga, Clinton, Hudson Valley, Jefferson, and Monroe commented that many students transfer prior to the completion of their degrees. Broome, Columbia-Greene, and Rockland made no mention of time to degree completion in their responses.

Transfer Rates

Six of the 16 responding community colleges reported transfer rates as follows:

Cayuga	nearly 50 percent
Columbia Greene	37 percent
Finger Lakes	60 percent
Jefferson	67 percent for A.A./A.S. 63 percent overall
Monroe	41 percent
Niagara	61.3 percent in 1991 65.1 percent in 1992

Monroe indicated that almost two-thirds of these graduates transfer to local institutions. The locality of transfer was also noted by Clinton and Sullivan who, although they gave no transfer rate, did indicate that the large majority of their transfers go to one nearby SUNY College. . .Plattsburgh for Clinton and New Paltz for Sullivan. The other eight campuses from which no rates were indicated were Adirondack, Broome, Genesee, Hudson Valley, Mohawk Valley, Jamestown, Rockland, and Schenectady. Schenectady and Sullivan, once again, indicated no significant change from past rates. Mohawk Valley reiterated that they had "no data to add;" and Jamestown reported numbers of graduates transferring. . .204 in 1989-90, 180 in 1990-91, and 160 in 1991-92.

SUNY vs. non-SUNY Transfers

The most frequent response from Presidents' Narratives were rates of transfer to SUNY schools. Seven colleges indicated rates of transfer to SUNY as follows:

Columbia-Greene		66 percent of total transfers
Finger Lakes		60 percent of total transfers
Hudson Valley		50 percent of total transfers
Jamestown	1992	68 percent of A.A./A.S. graduates
	1991	57 percent of A.A./A.S. graduates
	1990	70 percent of A.A./A.S. graduates
Jefferson		75 percent of all graduates
Monroe	1992	49 percent of A.A./A.S. grads
	1991	54 percent of A.A./A.S. grads
Niagara	1992	51.6 percent of all graduates
	1991	51.5 percent of all graduates

Columbia-Greene and Niagara also provided comparative rates of transfer to non-SUNY schools as follows:

Columbia-Greene		34 percent of all graduates
		22 percent to private in-state
		12 percent to out-of-state
Niagara	1992	13.4 percent of all graduates
	1991	10 percent of all graduates

Schenectady, once again, indicated no change in rates, but did not indicate any rate.

In the next most frequent response, Broome, Genesee, Jefferson, Rockland, and Sullivan described students transferring to SUNY as having "little or no difficulty." Rockland and Sullivan indicated specific SUNY campuses where transfer was especially positive. . . Albany and New Paltz for Rockland and New Paltz for Sullivan. Rockland also indicated that SUNY "is not the most popular choice" of their graduates and that there had been no need for their students to participate in the transfer guarantee program in spring 1993.

Cayuga also commented that many of their graduates transfer to non-SUNY schools and that, from their perspective, it was easier to transfer to a non-SUNY school in terms of students being accepted into the program of their choice with full junior standing. Mohawk Valley concurred with this perspective, describing the situation as "our better students consistently find a more welcoming and easier transfer to non-SUNY institutions, particularly in engineering and business."

Adirondack and Hudson Valley indicated that students with 2.5 GPA's and above are accommodated within the SUNY system, while Adirondack and Jefferson described the SUNY transfer guarantee program as successful with students having GPA's of 2.0 to 2.5. Adirondack commented that the transfer guarantee "needs to be expanded to some A.A.S. programs with high transfer rates," and that transfer to non-SUNY schools has been "excellent." Clinton did not comment on SUNY vs. non-SUNY transfer.

Specific Problems Encountered

No specific problems were described by five of the sixteen responding community colleges (Clinton, Columbia-Greene, Finger Lakes, Schenectady, and Sullivan). The specific problems encountered by the other eleven community colleges in placing their graduates into SUNY four-year schools when SUNY was the student's first choice fell into three general categories: enrollment process problems, program articulation problems, and the problem of program availability (Jefferson – Physical Therapy). Enrollment process problems include GPA requirements, unpredictability of January admission (HVCC), low registration priority assigned to transfer students, and decreasing access for A.A.S. degree holders (Monroe). Program articulation problems include changing and highly prescriptive

degree requirements, varied acceptability of courses granted transfer credit, and lack of general program articulation.

The most frequently described enrollment process problem was that of GPA requirements for admission which prevented students from attending either the college of their choice or the program of their choice. Adirondack noted that "the university centers and some programs require very high averages, 3.0+," while Monroe commented that "anecdotal evidence from the office of transfer and placement suggests that transfer opportunities for graduates with average or slightly above average grades are increasingly limited in terms of gaining admission to SUNY programs of their first choice."

Jefferson, Genesee, and Hudson Valley indicated that students may be granted admission to SUNY four-year schools, but not to the programs of their choice, placing them in a position of having to choose between the schools of their choice and the programs of their choice. Hudson Valley commented that this often happens when a student's GPA is below 2.5. Cayuga also reported students having difficulty entering programs of their choice, but attributed the difficulty to differing GPA standards for native and transfer students.

On separate but related GPA issues, Jamestown indicated that some four-year campuses do not honor the "overall 2.0 GPA," and Hudson Valley reported that "the same programs at different schools have different entrance (GPA) requirements, and different programs at the same school have different entrance (GPA) requirements." Such variety across four-year campuses often makes information seeking difficult and complex, but extremely important for the student, parent, or counselor who wishes to predict the likelihood of success of any transfer applicant.

With respect to low registration priority being assigned to transfer students, Cayuga reported that degree completion and commuting were made difficult, while Genesee indicated that transfers encounter a large number of closed courses, "especially those which are needed for graduation." Rockland commented on students' inability to enroll in "needed junior-level courses."

The most frequently described program articulation problem was that of degree requirements at SUNY four-year schools which hindered the transfer process. Adirondack noted changing degree requirements "especially in general education and education certification requirements," while Broome and Genesee reported highly prescriptive degree requirements in the same two academic areas. Genesee commented that such requirements often necessitated students "completing substantial general education requirements at receiving institutions despite completion at the community college level."

Variations in the acceptability of courses for transfer credit were noted by Hudson Valley and Niagara. Hudson Valley described "variations across programs at the same campus and across the same programs at various campuses" while Niagara commented on variations in the same programs at various campuses and variations in the same programs

over time. Lack of junior standing was described by Cayuga as a "disadvantage" to students in financial aid counseling, and the absence of general program articulation was noted as important to A.A.S. graduates by Monroe.

Cayuga summarized their remarks concerning specific problems with the following: "In general, the problems that exist with transfer have been the same for decades. Real effort is needed to make the necessary changes in this area. While we have seen a much more cooperative and respectful attitude on the part of one of our main transfer institutions (Oswego), some others have been slow in responding to the need for change in their policies on transfer students." This comment represents well the tenor of many of the presidents' responses related to the issues of student transfer and program articulation.

THE EVOLUTION OF POLICIES PERTAINING TO THE TRANSFER OF STUDENTS

WITHIN THE STATE UNIVERSITY OF NEW YORK

On November 29, 1972 the Board of Trustees of the State University of New York (SUNY) adopted a transfer policy, effective fall 1974, intended to guarantee to New York state residents who possessed Associate in Arts (A.A.) or Associate in Science (A.S.) degrees from SUNY two-year colleges opportunities to continue their education at baccalaureate campuses within SUNY on a full-time basis with junior-level standing. The same policy statement indicated that "this guarantee will be extended to every such graduate who possesses an Associate in Applied Science degree as rapidly as appropriate existing programs are expanded, and new programs developed" (SUNY, 1973, p. 1).

The values underlying this policy statement include the following:

- SUNY is a system of postsecondary education consisting of a variety of two- and four-year campuses designed to serve the residents of New York state as a system.
- Students who begin their study on any of the two-year campuses and achieve satisfactorily have the right to continue to seek education within the SUNY system commensurate with their interests and achievements.
- The two-year colleges will become increasingly the entry point into the SUNY system for students.
- Baccalaureate degree-granting colleges will serve increasingly greater proportions of upper-division students, by moving toward a 40:60 percent ratio between lower and upper division students.
- Transfer of students before the completion of the associate degree is discouraged except where inter-campus programs prescribe such transfer.
- The successful completion of coursework entitling students to the A.A. or A.S. degree also entitles students to full-junior standing in a program at a baccalaureate campus.
- Transfer students who have earned the A.A. or A.S. degree will be provided with the same opportunities for financial aid available to other new and continuing students at the baccalaureate campus.

It is clear that the expected impact of the transfer policy was that all New York state resident graduates of SUNY two-year campuses holding A.A. or A.S. degrees who wished

to continue their education at senior SUNY campuses would be able to do so, and that they would be treated equitably with junior-level continuing students. Less clear, but nevertheless inherent in the policy as adopted, was the expectation that the baccalaureate campuses at which students would be able to continue their education might not be those of the students' choices; nor would the programs be those of the students' choices. In a more global sense, it was also expected that SUNY would work as a multi-level system to serve New York state residents, and that the benefits of the transfer guarantee would be extended to holders of the A.A.S. degree at some time in the future.

The actual impact of the 1972 transfer policy fell somewhat short of these expectations as noted by Chancellor Clifton R. Wharton in his March 26, 1980 memorandum to the Board of Trustees when he stated:

> *I know that the Trustees recognize that strong articulation ties exist among several State University units. However, I am also aware of your concern that many problems still are unresolved, and that the rate of progress has been slow* (Wharton, 1980, p.2).

At Chancellor Wharton's recommendation, the Board of Trustees returned to the issues of the transfer of students and the articulation of academic programs, and adopted a resolution effective fall 1982 intended to reaffirm and strengthen the 1972 transfer policy. In particular, the March 1980 policy referred to "parallel" academic programs, and reiterated the intent that A.A. and A.S. graduates should be able to attend full-time, be accorded full-junior standing in "parallel programs," and be given the opportunity to complete the baccalaureate degree requirements in these programs in four additional semesters of full-time study. In addition, the policy authorized the "Chancellor, or his designee" to take the necessary actions to assure that individual campuses established "appropriate administrative and academic procedures" to implement the policy (Wharton, 1980. p. 1).

The values underlying the 1980 transfer policy were the same as those on which the 1972 policy had been based plus the following:

- Some strong articulation ties exist among some units of SUNY.
- Many problems pertaining to the transfer of students and the articulation of academic programs are unresolved.
- The 1972 transfer policy needs reaffirmation and strengthening.
- Campus presidents have the responsibility for resolving the problems, and implementing the policy with the assistance of the Council of Presidents, if necessary.
- SUNY's Office of Academic Programs, Policy and Planning has information concerning campus procedures and existing articulation agreements that campus presidents may find helpful.

The expected impact of the 1980 transfer policy was that the 1972 transfer policy would be implemented, and that campus presidents would take an active role in the resolution of problems and the development of articulation agreements. Further, the expectation was that the Council of Presidents would play a mediating role to assist campus presidents in their efforts, and that SUNY's Office of Academic Programs, Policy and Planning would also assist campus presidents when requested to do so.

The actual impact of the 1980 transfer policy was described from the perspective of Acting Chancellor Jerome B. Komisar in his June 24, 1987 memorandum to the Board of Trustees as follows:

> *The principal effect of the 1980 resolution was to improve integration of program majors, allowing students to take appropriate lower division components in a field or discipline at a two-year institution and then to transfer to another university campus, completing their baccalaureate program with two additional years of academic work. The 1980 policy has greatly facilitated student transfers between two- and four-year institutions of State University with regard to major programs* (Komisar, 1987, p.2).

Having said this, Komisar indicated that unresolved problems existed related to the inequality of admissions requirements of upper-division majors for transfer and continuing students, and the evaluation of credit for coursework outside the major, and for general education courses. To address these issues, he recommended and the Board of Trustees passed a transfer and articulation policy on June 24, 1987 for implementation in fall 1988.

The intent of this transfer and articulation policy was to reaffirm and strengthen the transfer policy statements of November 1972 and March 1980 which stated SUNY's "commitment to upper-division access for graduates of State University of New York two-year institutions" (Komisar, 1987, p.1). Further, the intent was to grant "full transfer credit" for general education courses successfully completed at the two-year campus to two-year college graduates when they enrolled in parallel programs at baccalaureate campuses, and to ensure that two-year college graduate transfer students were treated equitably with continuing students, with respect to admissions requirements for upper-division majors and access to such services as financial aid, housing, advisement, and registration.

The June 1987 transfer and articulation policy departed from the November 1972 and March 1980 transfer policies in several important ways:

- It was written in gender neutral language.
- It was called a transfer and articulation policy.
- It referred to SUNY's commitment to upper-division access for two-year college graduates, and made no mention of the specific degrees attained by these graduates.

It is clear that the following values on which the previous policies were based were, once again, the basis for the current policy:

- SUNY is a system of postsecondary education consisting of a variety of two- and four-year campuses designed to serve the residents of New York state as a system.

- Students who begin their study on any of the two-year campuses and achieve satisfactorily have the right to continue to seek education within the SUNY system commensurate with their interests and achievements.

- Many problems pertaining to the transfer of students and the articulation of academic programs are unresolved. It is also clear that several additional values affected the 1987 policy statement.

- All graduates (associate degree holders) of SUNY two-year campuses will be covered by the transfer guarantee previously extended only to those graduates holding the A.A. and A.S. degrees.

- Curricular articulation is an important factor in the successful transfer of students.

- Transfer students will not be required to repeat courses similar in content to those successfully completed on the two-year campus.

It is also clear that several additional values affected the 1987 policy statement:

- All graduates (associate degree holders) of SUNY two-year campuses will be covered by the transfer guarantee previously extended only to those graduates holding the A.A. and A.S. degrees.

- Curricular articulation is an important factor in the successful transfer of students.

- Transfer students will not be required to repeat courses similar in content to those successfully completed on the two-year campus.

Values concerning the role of two-year colleges as entry points to the university, an increasing proportion of upper-division students at baccalaureate campuses, and the discouragement of transfer prior to the completion of the associate degree are not reflected in the 1987 transfer and articulation policy. It is unclear what the intent of the 1987 policy statement was with respect to these values.

The expected impact of the 1987 transfer and articulation policy was described by the Vice Chancellor for Academic Programs, Policy and Planning Sherry H. Penney in her August 24, 1987 *Memorandum to Presidents*:

. . .to ensure that SUNY students who begin their study at the two-year campuses and then transfer for upper-division work at one of our senior campuses are offered an integrated educational experience" (Penny, 1987, p.1).

It is impossible to assess the actual impact of the 1987 transfer and articulation policy from the next generation of policy statements and *Memorandum to Presidents* related to the transfer of students and the articulation of academic programs. Provost Joseph C. Burke in his November 19, 1990 *Memorandum to Presidents* describes the motivation for the current policy as reflecting *"the university's commitment to articulation by reaffirming, extending, and strengthening its existing policies on transfer and articulation"* and notes the incorporation of all transfer policies into one document (Burke, 1990, p.1).

The "Background" section of the policy statement summarizes the intent of each of the three previous policy statements, but fails to mention that the third (1987) policy extended the transfer guarantee to all graduates of SUNY two-year colleges. It then describes the intent of the additional proposals as follows:

- To extend the university's transfer policy to A.A. and A.S. graduates of the City University of New York;
- To give priority consideration in the enrollment planning by baccalaureate campuses to graduates with A.A. and A.S. degrees from SUNY and CUNY over other transfers;
- To ensure that academic decisions on admissions for such transfer students are based solely on their previous collegiate record;
- To charge baccalaureate institutions to pay particular attention to applications from A.A. and A.S. graduates from their region who may be unable to relocate to other parts of the state;
- To encourage baccalaureate campuses and two-year colleges of SUNY to maintain and expand their many agreements across the state, and to be especially concerned for place-bound students by having institutions in close geographical proximity expand articulation agreements and, where appropriate, establish joint admissions agreements;
- To ensure that SUNY baccalaureate campuses continue to provide access for transfer graduates throughout the state;
- To reaffirm that SUNY will provide access to first-time students at both its baccalaureate and its two-year campuses;
- To ensure that the current transfer opportunities which exist for SUNY A.A.S. degree holders are not diminished in any way by these policies; and
- To provide guidelines for the transfer policy to ensure its effective implementation (Johnstone, 1990, p.4).

The values underlying this current policy are obviously similar to those of the previous policies in terms of SUNY serving the residents of New York state as a multi-level system of postsecondary education and the commitment of the university to continue to resolve the myriad issues related to the transfer of students and the articulation of academic programs. In addition, the current policy clarifies the existence of the following values concerning the role of two- and four-year campuses as entry points to the university, and the importance of upper-division students on baccalaureate campuses:

- Two- and four-year campuses will serve as entry points for first-time students.
- Baccalaureate campuses will give priority in their enrollment planning to A.A. and A.S. degree holders from SUNY and CUNY.

In addition, the following new values are reflected in the current policy:

- The City University of New York (CUNY) is recognized as part of the multi-level public system of postsecondary education designed to serve the residents of New York state.
- Units within SUNY and CUNY will collaborate to serve the residents of New York state.
- SUNY baccalaureate campuses will make special efforts to serve the educational needs of New York state residents from the region in which they are located who are unable to relocate.
- Two-year and baccalaureate campuses of SUNY will collaborate regionally as well as state-wide to meet the educational needs of residents of New York state.
- Admissions decisions for transfer students will be based entirely on their academic records.
- Transfer opportunities in existence for SUNY A.A.S. degree holders will not be diminished.

The expected impact of the 1990 transfer policy includes changes in the enrollment planning process at baccalaureate campuses, increased program articulation, and joint admissions agreements among campuses in the same geographic region, the establishment of a transfer and articulation committee, the establishment of specific implementation procedures and timetables, and periodic reports to the Board of Trustees concerning the implementation of the policy and the issue of "access to baccalaureate campuses for both first-time and transfer students" (Guidelines, p.1).

The actual impact of the 1990 transfer policy is assessed and is addressed elsewhere in this report.

STATE UNIVERSITY OF NEW YORK

STATE UNIVERSITY PLAZA
ALBANY, NEW YORK 12246
(518) 443-5355

D. BRUCE JOHNSTONE, Chancellor

September 27, 1990

To: The Board of Trustees

From: D. Bruce Johnstone DBJ

Subject: Reaffirmation and Extension of the State University Board of Trustees' Transfer Policy

I recommend that the Board of Trustees adopt the following resolution:

Whereas this Board by Resolution 72-302 adopted November 29, 1972, established a transfer policy guaranteeing graduates with Associate in Arts (A.A.) and Associate in Science (A.S.) degrees from two-year State-operated and community colleges within State University of New York (SUNY) an opportunity to continue their education on a full-time basis at State University baccalaureate campuses and by Resolutions 80-53 and 87-114, adopted March 26, 1980 and June 24, 1987, respectively, further extended this policy to provide, among other things, that such students be accorded full junior status and credit transfer for general education courses; and

Whereas the University's transfer policy has served well SUNY's goal and mission of providing full access to the State's citizens to higher education and in order to renew and strengthen the University's commitment to the goals underlying this policy, it is desirable to reaffirm and extend the policy by making further provisions regarding its implementation; now, therefore, be it

Resolved that the principles constituting the transfer policy of State University of New York as outlines in Resolutions 72-302, 80-53, and 87-114 be, and hereby are, reaffirmed as follows:

1. New York State residents who are graduates of a State University two-year college, including the community colleges operating within the program of the University, and who possess an A.A. or A.S. degree, shall be guaranteed an opportunity to continue their education on a full-time basis at a baccalaureate campus of the University; and

2. Graduates of two-year colleges within SUNY with an A.A or A.S. degree, when accepted in parallel programs at baccalaureate campuses of the University, shall be accorded full junior status and be given the opportunity to complete the requirements for a bachelor's degree within four additional semesters of full-time work; and

3. Graduates of two-year colleges within SUNY, when accepted with junior status within parallel programs at baccalaureate campuses of the University, shall be granted full credit for general education courses taken and not be required to repeat successfully completed courses with similar curricular content; and

4. Only those admissions requirements to institutions or to particular programs applicable to continuing and returning students shall be applied to SUNY A.A. and A.S. transfer students; and

5. These transfer students shall be accorded, as far as possible, opportunities in areas such as housing, advisement and registration comparable to those of returning and continuing students; and, be it further

Resolved that, beginning with the fall of 1991, the following additional principles shall pertain in the implementation of SUNY's transfer policy:

1. New York State residents who are graduates of a City University two-year college, and who possess an A.A. or A.S. degree, shall be guaranteed the same opportunity to continue their education on a full-time basis at a baccalaureate campus of the University as is accorded graduates from SUNY two-year colleges;

2. Baccalaureate campuses of SUNY in their enrollment planning shall give priority to A.A. and A.S. graduates of State University and City University of New York over other transfers;

3. Academic decisions on admissions for such transfer students shall be based solely on their previous collegiate record;

4. Baccalaureate campuses in making these admissions' decisions shall pay particular attention to applications from A.A. and A.S. transfer students from their region who cannot relocate to another part of the State;

5. Baccalaureate campuses and two-year colleges of SUNY are encouraged to maintain and expand their many agreements across the State and to be especially concerned for placebound students by having institutions in close geographical proximity expand articulation agreements and, where appropriate, establish joint admission agreements; and, be it further

BEST COPY AVAILABLE

Resolved that these policy extensions to address placebound transfer students do not diminish the expectation that SUNY baccalaureate campuses shall continue to provide access for A.A. and A.S. graduates from two-year colleges throughout the State; and, be it further

Resolved that the Board reaffirms its intention that SUNY shall continue to provide access to first-time students at both its baccalaureate campuses and its two-year colleges; and be it further

Resolved that nothing contained in these policies is intended to diminish in any way the current transfer opportunities which exist for SUNY A.A.S. degree holders; and, be it further

Resolved that the document entitled "Guidelines for the State University of New York Transfer Policy" dated September 27, 1990, (copy on file in the Office of the Secretary of the University) be, and hereby is, approved by the Chancellor, or designee, be, and hereby is, authorized to amend and supplement said guidelines from time to time, in such manner as shall be determined to be appropriate.

Background

The Board of Trustees has long supported transfer between two- and four-year institutions and has passed no less than three transfer policies. The first, adopted on November 29, 1972, guaranteed a New York State resident graduating from a State University of New York two-year college with an A.A. or A.S. degree an opportunity to continue his or her education on a full-time basis at a baccalaureate campus.

The second policy, adopted on March 26, 1980, provided that graduates, when accepted in parallel programs at baccalaureate campuses of the University, would be afforded full junior standing and would be given the opportunity to complete the requirements for a bachelor's degree within four additional semesters of full-time work. The principal effect of this resolution was to improve integration of program majors between two-year and baccalaureate campuses.

The third, adopted on June 24, 1987, provided that A.A. and A.S. graduates be granted full credit transfer for general education courses taken and not be required to repeat successfully completed courses with similar curricular content. The resolution required that transfer students be obliged to meet only those admissions' requirements to institutions or to a particular program applicable to continuing and returning students. Further, the resolution required that transfer students be accorded, as far as possible, opportunities in areas such as housing, advisement and registration comparable to those of continuing and returning students.

The additional proposals before the Board build upon the transfer guarantees included in the Board policies of 1972, 1980, and 1987. Their purposes are summarized as follows:

- To extend the University's transfer policy to A.A. and A.S. graduates of the City University of New York;
- To give priority consideration in the enrollment planning by baccalaureate campuses to graduates with A.A. and A.S. degrees from SUNY and CUNY over other transfers;
- To ensure that academic decisions on admissions for such transfer students are based solely on their previous collegiate record;
- To charge baccalaureate institutions to pay particular attention to applications from A.A. and A.S. graduates from their region who may be unable to relocate to other parts of the State;
- To encourage baccalaureate campuses and two-year colleges of SUNY to maintain and expand their many agreements across the State and to be especially concerned for placebound students by having institutions in close geographical proximity expand articulation agreements and, where appropriate, establish joint admission agreements;
- To ensure that SUNY baccalaureate campuses continue to provide access for transfer graduates throughout the State;
- To reaffirm that SUNY will provide access to first-time students at both its baccalaureate and its two-year campuses;
- To ensure that the current transfer opportunities which exist for SUNY A.A.S. degree holders are not diminished in any way by these policies; and
- To provide guidelines for the transfer policy to ensure its effective implementation.

A copy of the "Guidelines for the State University of New York Transfer Policy" is provided as Attachment I. As a supplement to the guidelines, the Central Administration Office of Access Services will promulgate detailed implementation procedures (Attachment II).

BEST COPY AVAILABLE

Guidelines for the State University of New York Transfer Policy

1. The annual enrollment planning process administered by the Office of Institutional Research and Planning shall be used to implement the transfer policies of the Board in the following ways:

   - Each year SUNY two-year colleges shall estimate the number and type of associate degrees they expect to grant and the academic programs of their anticipated graduates in order to assist SUNY baccalaureate campuses, especially those in the same region, in planning for transfer enrollments;

   - Each year SUNY baccalaureate campuses shall use this information in allocating a reasonable number of new student places between transfers and first-time students;

   - The annual enrollment plans of the baccalaureate campuses shall estimate the number of transfer places anticipated for A.A. and A.S. graduates from SUNY and CUNY; and

   - In the creation of enrollment plans, baccalaureate campuses shall be particularly sensitive to applications from placebound A.A. and A.S. graduates, especially into impacted academic programs with enrollment limits.

2. Campuses in close proximity are expected to continue to develop and expand the range of articulation and joint admissions agreements.

3. The Chancellor shall appoint a Transfer and Articulation Committee, composed of Central Administration officials and two- and four-year campus presidents. The Committee shall review the enrollment experiences of SUNY baccalaureate campuses and make recommendations to the Chancellor to ensure the effective implementation of the policies on transfer. These recommendations should include, if necessary, proposals for funded enrollment increases for possible inclusion in the University's budget request for the following year to ensure access for transfer and first-time students.

4. As a supplement to these guidelines, the Office of Access Services in Central Administration shall promulgate detailed implementation procedures (Attachment II) which will provide time frames which students must follow to take advantage of this policy, and the steps the campuses and Central Administration must take in carrying it out.

5. The Chancellor, or designee, shall report periodically to the Board of Trustees on implementation of these transfer policies and on the critical issue of access to baccalaureate campuses for both first-time and transfer students.

SUNY AA/AS Transfer Guarantee Policy Implementation Procedure

1. In order to be eligible under the AA/AS transfer guarantee, applicants must have on file in the baccalaureate campus admissions office, completed SUNY application material and a two-year college transcript representing the equivalent of at least three semesters of completed study by February 15 for fall admission, and October 15 for spring admission. [NOTE: In order to meet these deadlines, applicants must submit an application to the SUNY Application Processing Center no later than February 1 for the fall term, and October 1 for the spring term.]

2. Baccalaureate campuses must report to the SUNY Application Processing Center the admissions' decisions of all AA/AS graduates eligible for the transfer guarantee by March 1 for fall semester and November 1 for spring applicants. [NOTE: The campus communication of these students would be either a letter of acceptance or a letter that would inform them of forthcoming guaranteed access to a campus within the region.]

3. By March 15 for the fall semester and November 15 for the spring term, the Application Processing Center will identify, to the campus admission directors in the coordinating areas, the unduplicated AA/AS candidates from within those areas who were not admitted to the original baccalaureate choices.

4. Admission directors in each coordinating area will meet to determine which baccalaureate campuses will admit which AA/AS candidates from two-year colleges in their area. Candidates must be notified by the accepting campus by April 1 for fall semester, and December 1 for spring semester.

5. Campuses must report the results of the transfer guarantee decision process to the Application Processing Center by April 15 for the fall and spring terms respectively.

6. The four coordinating areas referred to in these procedures are illustrated in Appendix A.

State University of New York

Memorandum to Presidents

Date: August 24, 1987 Vol. 87 No. 9

From: Office of the Vice Chancellor for Academic Programs, Policy and Planning

Subject: Transfer and Articulation Policy

To: Presidents, State University of New York

The State University Board of Trustees on June 24, 1987, adopted a policy which represents another step to ensure that SUNY students who begin their study at the two-year campuses and then transfer for upper-division work at one of our senior campuses are offered an integrated educational experience.

University policy, as outlined in Resolution 87-114 (copy attached), now provides that, beginning in September 1988, graduates of two-year colleges within the State University of New York, when accepted with junior status within parallel programs at SUNY baccalaureate campuses, are to be granted full transfer credit for general education courses already taken and are not to be required to repeat successfully-completed courses with similar curricular content. The policy also provides that, as far as possible, transfer students be treated in the same manner as continuing and returning students at the senior colleges with respect to academic services and accommodations.

For some campuses, implementing this new policy will be a relatively simple matter. Others may find it necessary to make major modifications in some campus policies and procedures. I urge that, beginning this fall, you assess the impact of this policy change on the way your campus deals with transfer students who have completed degrees at the two-year colleges and make plans to carry out the Board's mandate so that necessary changes will be in place when the Fall 1988 semester begins. This resolution originated with the University Faculty Senate and the Faculty Council of Community Colleges, and it is anticipated that campus faculty will be supportive of these changes and helpful in carrying them out.

A brief report describing how each campus will implement this resolution will be requested by this office at the end of the 1987-88 academic year. If you have any questions regarding this resolution, please do not hesitate to call me.

Sherry H. Penney

Attachment

This memorandum addressed to:

Presidents, State-operated Campuses
Presidents, Community Colleges
Deans, Statutory Colleges

Copies for information sent to:

President Coll
Vice Provost Nesheim

State University of New York
State University Plaza
Albany, New York 12246
Office of the Chancellor

Resolution #87-114

M E M O R A N D U M

June 24, 1987

To: The Board of Trustees

From: Jerome B. Komisar, Acting Chancellor

Subject: Transfer and Articulation Policy

I recommend that the Board of Trustees adopt the following resolution:

Whereas by Resolution 72-302, adopted November 29, 1972, this Board established a transfer policy guaranteeing graduates of two-year State-operated and community colleges within the State University of New York an opportunity to continue their education on a full-time basis at State University campuses; and

Whereas by Resolution 80-53, adopted March 26, 1980, this Board extended its transfer policy to provide that graduates of two-year colleges within the State University of New York, when accepted in parallel programs at baccalaureate campuses of the University, be accorded full junior status and given the opportunity to complete the requirements of the bachelor's degree within the additional semesters of full-time work required of continuing and returning students; and

Whereas this Board now wishes to reaffirm and strengthen its commitment to upper-division access for graduates of State University of New York two-year institutions; now, therefore, be it

Resolved that beginning with the fall semester of 1988, graduates of two-year colleges within State University of New York, when accepted with junior status within parallel programs at baccalaureate campuses of the University, will be granted full transfer credit for general education courses taken and will not be required to repeat successfully completed courses with similar curricular content; and, be it further

Resolved that only those admission requirements to institutions or to particular programs applicable to continuing and returning students shall be applied to such transfer students; and, be it further

Resolved that such transfer students shall be accorded, as far as possible, opportunities in areas such as housing, advisement and registration comparable to those accorded to continuing and returning students; and, be it further

Resolved that the Chancellor, or designee, be, and hereby is, authorized to take steps necessary to assure that the campuses establish appropriate administrative and academic procedures beginning with the fall semester of 1988 to ensure implementation of this policy.

Background

On November 29, 1972 the Board of Trustees of the State University of New York adopted a transfer policy guaranteeing a New York State resident graduating from a State University of New York two-year college with an Associate in Arts or an Associate in Science degree an opportunity to continue his or her education on a full-time basis at a senior campus. The Board also expressed its intention that the guarantee be extended as rapidly as appropriate to every such graduate with an Associate in Applied Science degree.

On March 26, 1980, the Board of Trustees adopted a resolution reaffirming the 1972 action and strengthening that policy. The 1980 resolution provided that graduates of two-year colleges within State University of New York, when accepted in parallel programs at baccalaureate campuses of the University, would be accorded full junior standing and would be given the opportunity to complete the requirements for a bachelor's degree within four additional semesters of full-time work. The principal effect of the 1980 resolution was to improve integration of program majors, allowing students to take appropriate lower division components in a field or discipline at a two-year institution and to then transfer to another University campus, completing their baccalaureate program with two additional years of academic work.

The 1980 policy has greatly facilitated student transfers between two and four year institutions of State University with regard to program majors. Obstacles to transfer have arisen,

however, with respect to general education requirements and admission criteria. The proposed resolution seeks to assure the transfer of credit for general education courses and for courses outside the major, as well as those within the major. This resolution expresses the intent of the Board that transfer students not be required to repeat courses with essentially the same content, objectives and outcomes, and not be asked to meet more stringent requirements for entry to upper-division majors than are required of students who began their education at the four-year institution.

This proposal was the subject of a joint resolution adopted by the Faculty Senate and the Faculty Council of Community Colleges in 1986. The proposal also has the support of the Council of Presidents, the Vice Presidents for Academic Affairs, the Chancellor's Committee on Transfer and Articulation and the Offices of Academic Programs and Community Colleges.

State University of New York
State University Plaza
Albany, New York 12246

Office of the Chancellor

M E M O R A N D U M

March 26, 1980

To: The Board of Trustees

From: Clifton R. Wharton, Jr.

Subject: Transfer Policy

I recommend that the Board of Trustees adopt the following resolution:

Whereas by Resolution 72-302, adopted on November 29, 1972, the Board established a transfer policy which guaranteed graduates of two-year colleges within the University an opportunity to continue their education on a full-time basis at State University senior campuses; and

Whereas it is desirable to reaffirm and strengthen that policy; now, therefore, be it

Resolved that beginning with the fall semester of 1982, graduates of two-year colleges within State University of New York, when accepted in parallel programs at baccalaureate campuses of the University, will be accorded full junior standing and be given the opportunity to complete the requirements for a bachelor's degree within four additional semesters of full-time work; and, be it further

Resolved that the Chancellor, or his designee, be and hereby is, authorized to take steps necessary to assure that the campuses establish appropriate administrative and academic procedures to ensure implementation of the policy.

Background

On November 29, 1972, the Board of Trustees of the State University of New York adopted the following Transfer Policy statement:

"Resolved that a New York State resident who is a graduate of a State University of New York two-year college, including the community colleges operating within the program of the University, and who possesses an Associate in Arts or Associate in Science degree, shall be guaranteed an opportunity to continue his education on a full-time basis at a senior campus of the University by the fall of 1974; Chancellor authorized to develop and promulgate procedures for the implementation of this policy; and, be it further

Resolved that this guarantee will be extended to every such graduate who possesses an Associate in Applied Science degree as rapidly as appropriate existing programs are expanded and new programs developed."

I know the Trustees recognize that strong articulation ties exist among several State University units. However, I am also aware of your concern that many problems still are unresolved and that the rate of progress has been slow. To ensure full implementation of the 1972 policy I believe that it needed to be reaffirmed and strengthened, and restated to assure that all units of the University work together in a concerted fashion to strengthen appropriate channels of articulation. This restatement of the transfer policy, together with an implementation date and provision for the establishment of appropriate administrative and academic procedures, is in the foregoing resolution.

State University of New York
99 Washington Avenue
Albany, New York 12210

Office of the Chancellor

Copy 22

November 29, 1972

MEMORANDUM

To: The Board of Trustees

From: Ernest L. Boyer

Subject: Transfer Policy

I recommend that the Board of Trustees adopt the following resolution:

> Resolved that a New York State resident who is a graduate of a State University of New York two-year college, including the community colleges operating within the program of the University, and who possesses an Associate in Arts or Associate in Science degree, shall be guaranteed an opportunity to continue his education on a full-time basis at a senior campus of the University by the Fall of 1974; Chancellor authorized to develop and promulgate procedures for the implementation of this policy; and, be it further
>
> Resolved that this guarantee will be extended to every such graduate who possesses an Associate in Applied Science degree as rapidly as appropriate existing programs are expanded and new programs developed. (72-302)

Background

On September 28, 1971, the Trustees directed the campuses to develop regional plans and procedures for guaranteeing transfer opportunities for AA and AS graduates of the University's two-year colleges. On the basis of those plans, the Council of Presidents has formulated the above policy on transfer admissions. Since the policy was developed by State University Presidents, it is confined to transfer within the State University of New York. It is not intended to exclude other transfer opportunities. Transfer agreements between the

BEST COPY AVAILABLE

independent colleges and State University institutions must be worked out with the participation of representatives of the independent colleges. The Presidents of each Coordinating Area of the University are, therefore, urged to consider appropriate transfer opportunities with their independent college colleagues as early as possible.

The policy will be implemented in accordance to the following procedures:

1. During the fall term of each academic year, each college offering an Associate degree program will survey its prospective graduates to determine their post graduate education plans. The results of such a survey will be reported to the Office of Institutional Research after which the Vice Chancellor for University-wide Services will inform the senior campuses of the potential number of students who may be expected to seek admission as transfer students.

2. During the fall term of each academic year, each senior campus will report to the Vice Chancellor for University-wide Services the number of transfer spaces (by program) expected to be available in the next succeeding fall term.

3. It shall be the responsibility of the individual two-year graduate, seeking to transfer under this policy, to apply to the institution(s) of his or her choice where a program appropriate to his or her educational purposes and interests is available. Such an applicant is not limited to any single regional location.

4. If an applicant cannot achieve transfer on his or her own initiative, he or she may request that the Admissions Referral Center assist in effecting a satisfactory transfer.

5. If the Admissions Referral Center is unsuccessful in effecting a satisfactory transfer, the applicant then becomes a charge of the Presidents of the senior campuses in the Coordinating Area in which the student obtained the degree. The Presidents will assure that the guarantee is fulfilled and may use one of the following:

(a) Admission to a senior campus in the area

(b) Negotiated admission to a senior campus in another area

(c) Negotiated deferred admission

(d) Admission to an extension program on an interim basis

(e) Admission to an affiliated private college on a contract basis (if the option is available)

6. In order to be guaranteed admission, the student should submit his application, transcripts and other supporting papers to a senior campus of the State University of New York no later than the deadline dates as announced each year. Furthermore, the student must apply to the State University of New York Admissions Referral Center no later than the deadline date announced for this service each year.